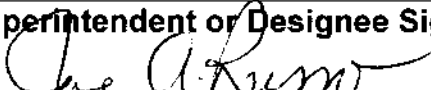


SIG Form 1–Application Cover Sheet**School Improvement Grant (SIG)
Application for Funding****APPLICATION RECEIPT DEADLINE
July 2, 2010, 4 p.m.**

Submit to:
California Department of Education
District and School Improvement Division
Regional Coordination and Support Office
1430 N Street, Suite 6208
Sacramento, CA 95814

NOTE: Please print or type all information.

County Name: Orange		County/District Code: 3066670
Local Educational Agency (LEA) Name Santa Ana Unified School District		LEA NCES Number: 0635310
LEA Address 1601 E. Chestnut Ave.		Total Grant Amount Requested \$ 36,000,000
City Santa Ana, CA	Zip Code: 92701	
Name of Primary Grant Coordinator Dr. Cathie Olsky		Grant Coordinator Title Deputy Superintendent
Telephone Number (714) 558-5518	Fax Number (714) 558-5694	E-mail Address Cathie.Olsky@sausd.us
CERTIFICATION/ASSURANCE SECTION: As the duly authorized representative of the applicant, I have read all assurances, certifications, terms, and conditions associated with the federal SIG program; and I agree to comply with all requirements as a condition of funding. I certify that all applicable state and federal rules and regulations will be observed and that to the best of my knowledge, the information contained in this application is correct and complete.		
Printed Name of Superintendent or Designee Jane A. Russo		Telephone Number (714) 558-5512
Superintendent or Designee Signature 		Date May 25, 2010

Collaborative Signatures: The SIG program is to be designed, implemented, and sustained through a collaborative organizational structure that may include students, parents, representatives of participating LEAs and school sites, the local governing board, and private and/or public external technical assistance and support providers. Each member should indicate whether they support the intent of this application.


[illegible]

SIG Form 2--Collaborative Signatures (page 2 of 2)

School District Approval: The LEA Superintendent must be in agreement with the intent of this application.

CDS Code	School District Name	Printed Name of Superintendent	Signature of Superintendent
CERTIFICATION AND DESIGNATION OF APPLICANT AGENCY			

Applicant must agree to follow all fiscal reporting and auditing standards required by the SIG application, federal and state funding, legal, and legislative mandates.

LEA Name:	Santa Ana Unified School District
Authorized Executive:	Dr. Audrey Yamagata-Noji
Signature of Authorized Executive	

Narrative Response

i. Needs Analysis

Following the identification of three schools in Tier I and three in Tier II in Santa Ana Unified School District, the district conducted a comprehensive needs assessment of the six schools identified as persistently lowest-achieving. The following narrative will elaborate on the elements involved in implementing the complete needs analysis which led to the selection of the Transformation reform model for the six schools identified as Persistently Low Achieving by the state:

- A. An overview of the process**
- B. LEA and School Personnel involved**
- C. Assessment instruments employed**
- D. Process used for analyzing the data**
- E. Findings on the use of state adopted, standards-aligned materials and interventions**
- F. Summary of common themes found across all PLAS sites**

A. Overview of the Process

Once the district was informed by the state that six of its schools were identified as Persistently Low Achieving, a district restructuring team was deployed and charged with the task of creating the procedures for the process which would be adhered to in the identification and selection of an intervention model. This process is outlined in Table One.

Table 1: Process for Identifying Intervention Model



B. LEA and School Personnel Involved in the Process

To assure that a thorough needs analysis was conducted, a district restructuring team was developed which included the:

- Superintendent
- Deputy Superintendent
- Associate Superintendent
- Executive Director of Human Resources
- Associate Superintendent of Business Services

- Assistant Superintendent and Director of Secondary Education
- Assistant Superintendent of Pupil Services
- Director of Research and Evaluation
- Site administrators

The restructuring team's task was to create the process for conducting a thorough and thoughtful needs analysis which would drive meaningful and long-term as well as short-term success and true educational reform. Therefore it was essential that the information gathered on which to base the selection of the educational reform model be representative of the full range of stakeholders from:

- School staff
- Parents
- Community members
- Board of Education

It was essential that the team members selected be representative of the population who would be both implementing and receiving instruction under this new intervention model. The team members were selected based on four criteria: a drive for results, positive relationship and influence skills, a readiness for change, and the knowledge to do what works.

C. Assessment instruments employed

After the district team reviewed the intervention models provided by the state, an important and disquieting truth became very evident: Before a model could be selected, it would be necessary to take a candid, comprehensive and honest look at each identified site to discern what issues caused it to be identified as persistently low achieving. This began with employing elements from multiple data sources as well as a number of specific instruments upon which to analyze and assess the needs of these sites. The district restructuring team identified three key areas from which to obtain the necessary data to pinpoint the needs of each identified persistently low achieving school (PLAS) site:

(1) Student achievement data from

- District-wide quarterly benchmark assessments
- Semester grades
- California Standards Test (CST)
- California High School Exam (CAHSEE)
- Graduation rates
- English learner performance from the English Learner Student Survey Assessment (ELSSA)

(2) Adult action data from

- Teacher attendance
- Staff evaluations
- Professional development opportunities and participation
- District and site administrator classroom walk-through data

(3) Input from public forums of

- Parents
- Community members
- Staff
- Students

(1) Student Achievement Data: In analyzing student achievement data, it was important to incorporate data from both the state and the local level. At the local level, the district has employed the use of benchmark assessments throughout the year to provide a snapshot of students' progress towards achieving proficiency on specific English language arts and mathematics standards.

In examining the data for all six sites, the results of the 2009-10 ELA Benchmark examination showed that an average of 42% of teachers had students who showed a decrease in percent correct from benchmark 1 to benchmark 4. On the Math Benchmark, an average of 17% of teachers had students that showed a decrease in percent correct from benchmark 1 to benchmark 4. Common sense would dictate that as students progressed through the school year, they would increase their percent correct as they, ostensibly, were learning more. This apparent regression of skills was particularly disconcerting.

Semester grades were examined as part of the locally generated data reflecting student achievement. In particular, English language arts and mathematics were closely scrutinized to ascertain specific needs which required attention in selecting an intervention model. Table 2 illustrates the percentages of students in all six PLAS sites earning a grade of D or F on their Fall 2009 semester report cards.

Table 2: Percentages of D's and F's by site*

Site	6 th ELA	7 th ELA	8 th ELA	6 th Math	7 th Math	8 th Math	Algebra I
Sierra*	51%	68%	55%	30%	41%	100%	37%
Willard	18%	26%	51%	17%	32%	---	16%

*Sierra currently employs the use of proficiency based grading. Students' levels are reported based upon performance on regularly administered common assessments. Grades are reported as proficiency levels, paralleling the levels reported on the CST.

Numbers reflected for Sierra indicate the percentage of students who scored at the below basic, or far below basic levels.

Site	% of students earning a D or F in 9 th grade English Language Arts	% of students earning a D or F in Algebra I for HS
Century	26%	39%
Saddleback	31%	66%
Santa Ana	38%	59%
Valley	37%	55%

While grades and standardized test scores do not necessarily go hand in hand, the results evidenced here reflected an unwelcome harbinger of the results to be examined in the summary of the state administered assessments. With the exception of Sierra who uses proficiency based grading, when comparing these grades to the CST scores there is a definite chasm in alignment. This indicated to the restructuring team the need to address grading policies and procedures when implementing an intervention model.

The restructuring team began their analysis of state required assessments by looking at the percentage of students at these sites who are currently scoring at the proficient or advanced level on the **California Standards Test (CST)**. This is the established achievement target for all students. The results of this analysis are reflected in Table 3.

Table 3: CST Percentage of Students at or Above Proficient

School	2009 ELA		Math									
			Algebra I		Gen Math (8&9)		Algebra II		Geometry		Summ (9-11)	
	# Tested	% P&A	# Tested	% P&A	# Tested	% P&A	# Tested	% P&A	# Tested	% P&A	# Tested	% P&A
Sierra	829	24%	123	40%	184	11%						
Willard	1,209	21%	166	40%	303	9%						
Century	1,953	20%	695	7%	21	0%	418	6%	608	1%	107	7%
Saddleback	1,574	20%	589	12%	108	4%	227	9%	403	6%	81	19%
Santa Ana	2,585	23%	1,052	11%	105	5%	458	11%	720	6%	111	26%
Valley	1,916	15%	705	10%	58	3%	359	6%	528	9%	82	18%

The uncomfortable truth revealed in the analysis of these percentages is compelling. Less than a quarter of all students at all of these sites are not scoring at the proficient level in English Language Arts. This means 75% or more are scoring below grade level across all of these sites.

In looking at the results for math, the statistics are even more sobering. At the intermediate sites, 40% of all Algebra I students were scoring at or above the proficient level. This is a markedly better showing than the scores for Algebra I high school students; however, this still indicates that 60% of all Algebra students are not scoring

proficient. This is especially disconcerting when considering that, in general, only the very best students are eligible to take Algebra in intermediate school. At the high school level, the percentages of students scoring at or above proficient are particularly problematic. At best, only 26% of all students are at or above the proficient level. That is not an indication of “best” on which anyone would want to hang his hat.

Next, as four out of the six sites identified as persistently low achieving are high schools, the team included a wide-ranging look at the results for the **California High School Exit Examination (CAHSEE)**. These results were examined through the following analytical lenses:

- Percentages of **all** 10th, 11th, and 12th grade students passing CAHSEE
- Percentages of 10th, 11th, and 12th **English learner** students passing CAHSEE

These results are reflected in Table 4

Table 4: Overall CAHSEE Scores and for English Learners in grades 10, 11, & 12

Class of 2012	Enrolled (EL)		ELA				Math			
			# Passed (EL)		% Passed (EL)		# Passed (EL)		% Passed (EL)	
Century	626	319	375	116	59.9%	36.4%	392	139	62.6%	43.6%
Saddleback	541	247	353	95	65.2%	38.5%	363	121	67.1%	49.0%
Santa Ana	819	400	532	169	65.0%	42.3%	568	218	69.4%	54.5%
Valley	616	359	347	121	56.3%	33.7%	391	177	63.5%	49.3%

Class of 2011	Enrolled (EL)		ELA				Math			
			# Passed (EL)		% Passed (EL)		# Passed (EL)		% Passed (EL)	
Century	537	209	401	87	74.7%	41.6%	412	111	76.7%	53.1%
Saddleback	489	186	362	82	74.0%	44.1%	383	99	78.3%	53.2%
Santa Ana	774	314	604	161	78.0%	51.3%	640	203	82.7%	64.6%
Valley	564	246	398	95	70.6%	38.6%	426	132	75.5%	53.7%

Class of 2010	Enrolled (EL)		ELA				Math			
			# Passed (EL)		% Passed (EL)		# Passed (EL)		% Passed (EL)	
Century	544	157	464	89	85.3%	56.7%	476	101	87.5%	64.3%
Saddleback	538	158	431	80	80.1%	50.6%	454	105	84.4%	66.5%
Santa Ana	688	179	598	106	86.9%	59.2%	603	112	87.6%	62.6%
Valley	533	187	414	89	77.7%	47.6%	422	103	79.2%	55.1%

* as of 05/25/10

The results of CAHSEE pass rates illustrated in these tables show that the passing rate for English learner students had improved by the time they reached grade 12. SAUSD has made it a priority to work with all students so that they pass the CAHSEE prior to the 12th grade. However, a particular challenge for SAUSD is the number of newcomer English learners who enter our district in high school. Approximately 21% of new students in the ninth grade are beginning English learners from outside of the United States. Their ability to learn conversational language, let alone the cognitively

demanding academic language necessary to pass the CAHSEE, is and will continue to be a challenge.

In order to truly pinpoint the areas of need, it was necessary to break down the results of students who are not passing CAHSEE by subgroups. The resulting data from this analysis is reflected in Table 5:

Table 5: 12th Grade Students Not Passing CAHSEE by Subgroup

A Closer Look at Class of 2010 non-Passers

School	Enrollment	Not Passed CAHSEE	EL		Special Ed		Student less than 5 mth in district	
			#	%	#	%	#	%
Century	544	91	77	85%	32	35%	9	10%
Saddleback	538	124	89	72%	53	43%	12	10%
Santa Ana	688	110	90	82%	49	45%	8	7%
Valley	533	140	112	80%	81	58%	16	11%
SAUSD	3,475	546	436	80%	230	42%	73	13%

This table yields some particularly enlightening data regarding students who are most in need of intervention. Of the 546 students who are not passing the CAHSEE by 12th grade, 80% of them are English learners and 42% of the students are identified as Special Education students. Further, more than 90% of the Special Education students are also English learners. And while this is not necessarily a challenge unique to SAUSD alone, it is one which must be addressed when selecting an intervention model.

Examination of CAHSEE pass rates naturally segued into the examination of graduation rates for the four identified PLAS high schools. While CAHSEE passing rates have risen over the past few years, as of the 2009 state assessment results, none of these schools have been able to meet the state's goal for graduation rates. Table 6 reflects the results of the PLAS high schools in meeting the state's AYP goals for graduation rates.

Table 6: AYP Graduation Goals

Site	Met State AYP Goal for Graduation?
Century	No
Saddleback	No
Santa Ana	No
Valley	No

Nearly 60% of all students in SAUSD are English learners. Therefore, a thorough, honest and comprehensive examination of student achievement data would not be complete without including the data from the **English Learner Student Survey**

Assessment (ELSSA). The ELSSA assesses the progress of English learner students using the California English Language Development Test (CELDT) to assess progress in English language proficiency and the CST to assess progress with grade level English language arts and mathematics skills.

Although the district met its overall English proficiency target for English learners, students in one of the five levels of CELDT proficiency did not meet the individual growth target: Intermediate. The growth target for English learners at the intermediate CELDT level was **40.4%**. The percentage of English learner students in SAUSD meeting the state growth target was **39.5%**. While the target was missed by less than one percentage point, upon closer examination of the whole picture, a clear problem was revealed.

Once a student has reached the intermediate level on the CELDT, movement into higher levels of English proficiency is alarmingly low as he or she matriculates. This reveals a profound problem: The longer English learners remain at the intermediate level of language proficiency, the more difficult it is for them to ever reclassify as fluent English proficient. They „fossilize’ as an English learner during the duration of their school years. In a district where nearly 60% of all students are English learners and where nearly 40% of all English learners score in the intermediate level of English proficiency, the district-wide instructional focus for English learners is profoundly evident.

Next, when looking at just students scoring at the intermediate level of the CELDT, and combining it with how English learners in SAUSD are performing on the CST more evidence of the same problem was discovered. From 5th to 8th grade anywhere from 97% to 99% of all English learners at the intermediate CELDT level did not score proficient on the ELA CST. However, an even more compelling problem is revealed upon further examination of the movement of these students as they matriculate. Not only are they not progressing, they appear to be regressing. From 6th grade to 8th grade the percentage of students scoring at Far Below Basic grows from 17% to 37%. By the time an English learner scoring at the intermediate level on CELDT has matriculated to middle school, the chasm in the achievement gap, as illustrated by the CST results, has grown substantially. These results were particularly eye-opening and provided a very weighty wake-up call.

(2) Adult Action Data: Part of the needs assessment involved a close examination of practices and procedures surrounding adult actions in the district. Through this process, the restructuring team found a number of issues which appear to be replete with opportunities for improvement.

Teacher Attendance: Regardless of any empirical data or studies which link teacher attendance to student achievement, common sense would support the notion that students perform better when their instructional time is not interrupted with numerous teacher absences. At present, SAUSD has no means to track teacher attendance in conjunction with student achievement.

Staff Evaluation: The evaluation process at SAUSD is negotiated as part of the Collective Bargaining Agreement (CBA) with the Santa Ana Educators' Association (SAEA). Currently, only probationary teachers are evaluated on all six areas of professional practices identified by the state. Permanent teachers are evaluated on three of the six. One must be professional development, but the other two may be selected by the teacher. A rigorous evaluation process is a key component in all the intervention models identified by the state. The district is currently in negotiations with SAEA to address the creation of a more rigorous evaluation process for the entire district, including the restructuring of the six identified persistently low achieving schools.

Professional Development Opportunities and Participation: Budget cuts across the state have provided all districts with the challenge of providing meaningful professional development for their educators with severely limited funding. When examining the professional development opportunities reflected in these sites' budgets in conjunction with the conclusions of the student achievement data, it is clear that current practices and proffering of professional development are falling short of the mark in closing the achievement gap at these schools.

District and site administrator classroom walk-through data: As part of the DAIT process, the district had already established a secondary partnership team consisting of site, district and county administration collaborating on instructional improvement. Teams of administrators conducted a number of observational "walk-throughs" in classrooms around the district, made notes and met with site administrators to share their observations. In comparing the notes from these observations some common areas of concern were:

- Incorporating more engaging instructional strategies
- Need for focusing on academic language instruction
- Need to incorporate instructional strategies specific to support English learners in all academic content areas (not just ELA)

(3) Input from Public Forums: The final key area from which data was obtained in creating the district's needs analysis was procured through input gathered at public forums of parents, community members, staff, and students. There were five categories which drove the focus of the discussions at these public forums:

1. Parent and community partnerships
2. Environment and culture
3. Curriculum and instruction
4. Organization and structure
5. Staffing

In all, there were a total of thirty individual public input meetings involving 605 staff members, 487 students, and 880 parents and community members from across all six identified PLAS sites. In spite of the abbreviated timeline, great care and effort was made to ensure that all stakeholders had the opportunity to make their voices heard and heeded in the quest to select the best intervention model to be implemented which would result in improved student achievement.

The following is a summary and analysis of the findings based upon the input gathered at the public forums and surveys of staff, students, and parents by each identified PLAS site.

Sierra Intermediate: At this site the top two categories of priorities were:

- Curriculum and instruction
- Culture and environment

The need for assistance with effective instructional strategies and interventions to support the successful implementation of the state-adopted, standards aligned materials was identified as a crucial need. Sierra has a particularly significant population of English learners, special education students, and students who are both English learners and identified as special needs. Requests for extra instructional time with students, assistance with professional development, collaboration time to plan instructional curriculum pacing along with meaningful use of data to effectively meet the needs of their students were cited among the curriculum and instruction priorities. The results of student achievement data certainly indicate the need for intervention and support with the use of these materials, as current practices would appear to be falling short of meeting the instructional needs of their students.

In addressing culture and environment, the need for developing partnerships with community organizations to support and re-engage the family and community in the school setting was identified by all stakeholder groups at this site as a priority. The need for cultural and economic sensitivity as well as social awareness training were identified as essential to the success of any educational intervention plan implemented at this site.

Willard Intermediate: Not surprisingly, the same two priorities were identified at this intermediate site as were chosen by Sierra.

- Curriculum and instruction
- Culture and environment

Willard's English learner students struggle to progress in their achievement on the state assessments and the district benchmark assessments. Mastery of cognitive academic language needed to support successful implementation of the state-adopted, standards-aligned materials has been elusive. The site identified the need for more support with collaboration to improve the planning and implementing of curriculum, professional development centered on effective instructional strategies and practices along with analysis of student data to drive instruction.

With a new principal leading the way, this site has striven to strengthen their culture and environment. However, the results of the input from Willard's public forums indicated that there is more work needed. The surrounding community still views this school in an unfavorable light. All stakeholders at the site acknowledged that an emphasis on rapport-building, improving communications among staff as well as with students and parents would be the keys to opening the door to the successful transformation of this school.

Century High School: Here, the top priorities were identified as:

- Structure and organization
- Staffing and leadership
- Culture and environment

It was determined that the school needs a focused approach to address each one of these issues. Curriculum and instruction was deemed as crucial, but it was recognized that it cannot be addressed in isolation. Working to improve safety, community outreach, and a positive, supportive connection between the school staff and students would be essential. In addition, understanding the community that the school serves was determined to be necessary to build bridges and improve student achievement, success and understanding. Community and school safety was an issue for both parents and students. The input evidenced a divide between the student and parents' perceptions with that of the staff members'. These are all areas which needed to be addressed in the selection of an intervention model.

Century's academic results evidence the need for continued effort with CAHSEE proficiency, understanding of the California standards, as well as improved graduation rates. Century has not consistently used the local assessment data to drive instruction

or the re-teaching necessary for students to be successful. English learner performance on the assessments must be addressed.

Saddleback High School: The focus areas for this site were:

- Structure and organization
- Culture and environment
- Curriculum and instruction

The site administration calls this focus, “structure and predictability.” This site determined that what was required would be a focus on school culture and environment (e.g., a welcoming environment, more collaboration, etc.), as well as curriculum and instruction. All stakeholders at the site requested additional flexibility in scheduling, as well as more elective and extra-curricular activities. In addition, parents and students want more feedback on student achievement and progress.

The site has begun to utilize assessment data to drive instruction and re-teaching, and attention to these areas will continue. English learner and special education subgroups are not making adequate progress, and this must be addressed. These were the main concerns which drove this site to choose the Transformation model.

Santa Ana High School: This site chose as their top priorities:

- Curriculum and instruction
- Culture and environment

The major focus has been on curriculum and instruction, but data emphasized a need to address a positive, respectful school culture as a top priority. This included a need for building strong relationships with staff, leadership, students, and parents. Parents and students wanted additional opportunities for engagement at the site. This included engaging lesson plans, inclusive meetings, meaningful and timely feedback on student learning, and additional extra-curricular activities that further enhance school pride and spirit.

Valley High School: At this site the top priorities identified were:

- Staffing and leadership
- Culture and environment

There are program options for students at this site, but the input gathered from the public forums held at this site indicated a need for addressing the fundamental community and student priorities and concerns. Students expressed safety concerns and their desire to have more positive rapport with school staff. Parents addressed the need for more communication and clarity as to the school’s goals. There is a dramatic

difference between what parents and students expressed as wants and needs, versus what the staff expressed as wants and needs.

Valley High School's achievement data shows a need to focus on proper placement of students and upholding high expectations for all students. CAHSEE proficiency rates, achievement on the California standards, and graduation rates must be addressed with more specificity. Common assessments are beginning to be administered, though work must continue on their utilization and analysis to drive instruction.

D. Process used for analyzing the data

Once the data in all three key areas had been gathered, it was reviewed by a representative set of teams from throughout the district. This included:

- District Restructuring Team
- District Instructional Leadership Team (DILT)
- District advisory council (DAC)
- District English Learner Advisory Council (DELAC)
- Staff at all six PLAS sites
- School Site Councils at each PLAS site

These teams were provided with the following documents which focused the analysis:

- Summaries and transcriptions of
 - Student Achievement Data
 - Adult Action Data
 - Input from public forums
- School Profile Data which includes
 - All school demographics
 - Accountability and assessment data
- Specific data questions and driving questions to support the eventual development of the site plan.

The Board of Education was also provided all the aforementioned documents for review and met on the following dates to deliberate and discuss this data:

- April 13 and 27, 2010
- May 11, 2010

The summaries and findings from each of these team's meetings along with their recommendations for an intervention model were then forwarded to the Board of Education for review and final recommendation on May 11, 2010.

E. Findings on the use of state adopted, standards-aligned materials and interventions

Once the student achievement data and input from the public forums had been gathered, summarized and transcribed, it became clear that there were several areas of concern which contributed to the eventual selection of the Transformation intervention model.

A common concern across all PLAS sites was the need for effective implementation of the state adopted, standards-aligned materials. All sites were utilizing the materials; however, the data from both local and state assessments along with teacher input gathered at public forums indicated that the effectiveness of the implementation was sorely lacking. The student achievement data, adult action data and input from the public forums all indicated that there was an immediate and urgent need for:

- A greater variety of professional development (PD) opportunities to support effective instructional strategies, practices and interventions needed to improve student achievement
- More collaborative time to
 - Review and refine district content curriculum pacing guides
 - Use data to identify and implement instructional needs
- Increase instructional time with students who are most in need of academic interventions

Together, these findings on the use of state adopted, standards-aligned materials and interventions contributed greatly to the selection of the Transformation model of intervention across all six PLAS sites.

F. Summary of common themes found through the process

Upon a cross examination of the information gathered at all thirty public input meetings with parents, community members, staff and students, some common threads of concern became very evident with each group of stakeholders across all six sites. These common concerns provided valuable insight in the selection of an intervention model.

Parents and Community Members: Among the input gathered from this group of stakeholders, there were three over-arching, common requests:

- More educational options for their children (e.g., flexible scheduling, specialized programs)
- More opportunities for engagement in academic, social-emotional and extra-curricular activities

- Improving safety in the school and surrounding community

Students: This group of stakeholders was particularly concerned about relationships. In particular, their concerns focused on:

- Relationships among school staff
- Relationships of staff with students and parents
- Relationships between students

Staff: Common threads of concern woven into the responses provided by teachers and site staff included:

- Additional support with discipline
- Need for better communication and collaboration between administration and staff

These common themes became the interlocking puzzle pieces which revealed the whole picture of the intervention model eventually selected to address these needs: The Transformation model.

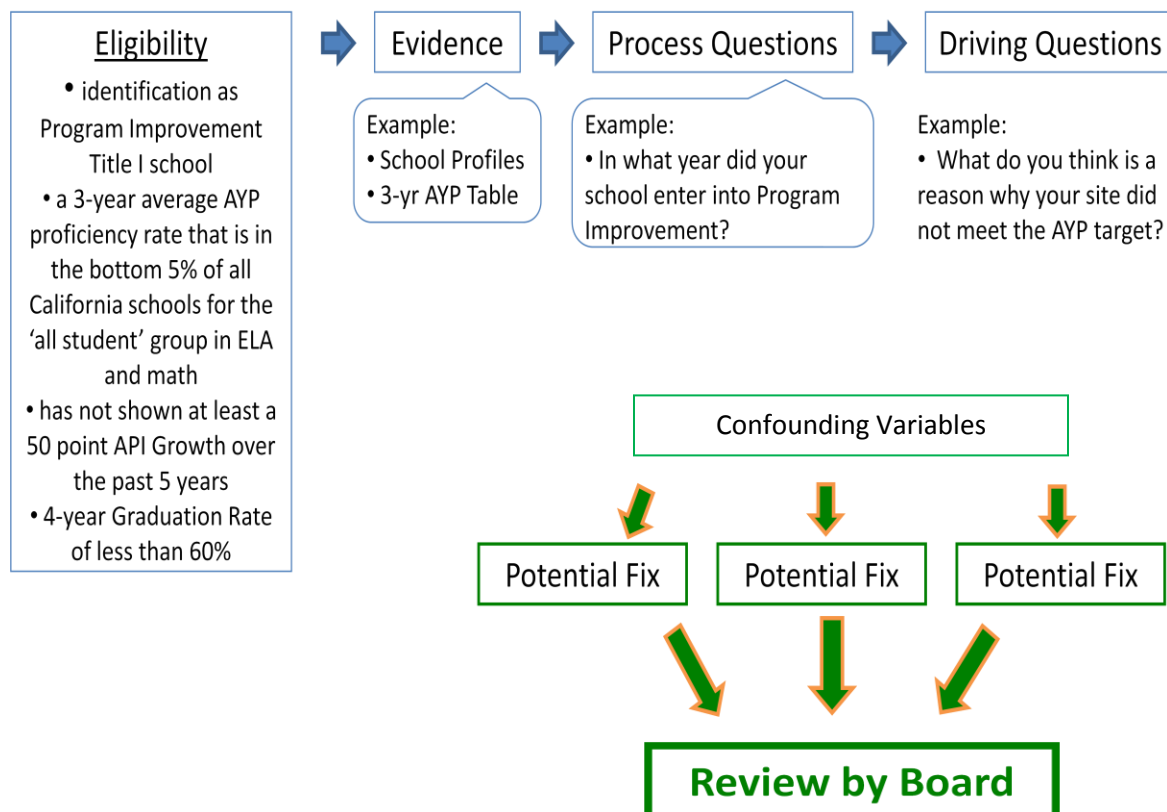
ii. Selection of the Intervention Model

Process: Data collected for the needs analysis was reviewed by a number of leadership teams representing a broad spectrum of stakeholders. This collection of teams included the:

- District Restructuring Team
- District Instructional Leadership Team (DILT)
- District advisory council (DAC)
- District English Learner Advisory Council (DELAC)
- Staff at all six PLAS sites
- School Site Councils at all six PLAS sites

Great care was taken to ensure that the protocols involved in the process of selecting the intervention model emphasized a safe and comfortable environment in which all stakeholders could share their beliefs, concerns and comments. It was important that each member of these stakeholder teams knew that their input would be heard and heeded in the process of selecting an intervention model.

A graphic representation of the selection process employed is shown below:



Rationale: Once the restructuring team had completed the process of conducting the needs analysis, the selection of the **Transformation model** was made by all stakeholders across all six identified schools. It was clear that the structure of this model, over all others, addressed the common and individual needs identified by each of the schools in the needs analysis including:

- Developing and increasing teacher and school leader effectiveness
- Comprehensive instructional reform
- Increasing learning time
- Creating community oriented schools
- Providing operational flexibility and sustained support

Developing and increasing teacher and school leader effectiveness: Staff effectiveness, including methods of instruction and the ability to develop rapport and structure for students was one of the most striking findings of the public forums held at each site. The Transformation Model provides an opportunity to improve teacher effectiveness through:

- Evaluation
- Professional development
- Incentives for extending the professional day
- Allows the district to address transfers, as noted in the current contract, as an appropriate response to teachers not improving students' achievement.

The feedback gathered in the needs analysis process showed the need for more collaboration with parents and staff. Developing and increasing teacher effectiveness was evident from all student achievement, adult action, and focus group input data. Table 7 represents data collected from the parent, teacher, classified staff, and student annual survey conducted in the fall 2009. These results reflect the effectiveness of leadership at these schools. The small number of respondents at these sites is evidence of apparent apathy and perhaps weaknesses in the effectiveness of their avenues of communication at these sites.

Table 7: Annual Survey Results on Leadership at the School

		Students		Parents		Teachers		Staff	
		#	Mean	#	Mean	#	Mean	#	Mean
The Principal provides effective leadership for this school.	Century	620	2.93	103	3.36	52	2.77	12	2.92
	Saddleback	309	3.01	81	3.12	2	4.00	1	4.00
	Santa Ana	1,274	2.93	220	3.17	72	2.67	17	2.65
	Valley	518	3.14	109	3.31	36	3.31	8	2.75
	Sierra	480	3.28	273	3.47	0	--	0	--
	Willard	568	2.99	165	3.33	1	4.00	1	4.00

Mean: 1 = Strongly Disagree, 2 = Disagree, 3 = Agree, 4 = Strongly Agree

The district evaluation of certificated staff, which is based on the six California Standards for the Teaching Profession, requires that teachers select three standards and one component of standard six for their evaluation. As such, increasing teacher effectiveness through a more rigorous, transparent and equitable evaluation system is not only needed, but requested by parents, students and administrators. Feedback from students, such as, “teachers need a well-planned calendar for everyday” and “teachers should interact more with students during class” and parents saying, “teachers need better control inside the classroom” or “teachers should present more engaging lessons” are all evidence of classroom instruction that cannot be addressed by the current evaluation system. Students mentioned the need to evaluate and interview their own teachers. Less than one-third of teachers select standard five, which is utilizing data to address student achievement on their evaluation. As a result, student growth, assessment data, and performance throughout the year are seldom addressed on evaluations.

Working closely with the certificated bargaining unit through the collective bargaining negotiation process, the district is working to transform the evaluation system into a process which incorporates student data, observation-based assessments, and professional practices implemented throughout the whole year, rather than just one day. The opportunity to reform the current evaluation system (ES) outlined in the Transformation model provided the means to support the district’s current efforts to improve the evaluation system and address the issues which arose from the needs analysis.

The ability to identify and reward effective school leaders, teachers and other staff who have helped to facilitate positive student achievement (IRR) afforded in the Transformation model is a tangible means to support the changes recommended by staff, students, parents and community members expressed in the public forums. Conversely, although admittedly not as positive as rewarding, the ability to remove individuals who, after having been provided ample opportunities to improve their professional practice, have not done so, also supports the recommendations expressed by students, parents and community members in the public forums.

Finally, the replacement of the principal (RP) who led the school prior to the commencement of the Transformation model supports the overall sense of the need for thorough and comprehensive reform which was a common theme throughout the entire needs analysis process.

Comprehensive instructional reform: The urgent and immediate need for comprehensive instructional reform was a common theme expressed in all public forums and evidenced as necessary when examining the student achievement data and adult action data for all six PLAS sites.

In examining the data for all six sites, the results of the ELA 2009-10 Benchmark examinations showed that an average of 42% of teachers had students who showed a decrease in percent correct from benchmark 1 to benchmark 4. On the Math Benchmark, an average of 17% of teachers had students that showed a decrease in percent correct from benchmark 1 to benchmark 4. Common sense would dictate that as students progressed through the school year, they would increase their percent correct as they, ostensibly were learning more. This apparent regression of skills was particularly disconcerting.

Data from end-of Fall Semester grades for the 2009-10 school year showed that the following numbers and percentages of teachers gave 60% or more of their students a grade of D or F:

- 15 (37%) of teachers at Sierra
- 4 (8%) of teachers at Willard
- 6 (5%) of teachers at Century
- 13 (14%) of teachers at Saddleback
- 11 (8%) of teachers at Santa Ana
- 13 (11%) of teachers at Valley

For the four high schools, 79% of Grade 12 students have passed the CAHSEE (1,846 12th graders out of 2,345). Of the 499 students that have not passed the CAHSEE, 392 (79%) are English Learners whom the majority are at the Intermediate Level or below on the CELDT. Out of the 499 students that have not passed the CAHSEE, 220 (44%) are Special Education students. Combining the data from student achievement with the results of the semester grades and CAHSEE results, there was compelling evidence, indeed, that current instructional practices were rife with problems which nothing short of comprehensive instructional reform could effectively address.

A synthesis of the input gathered at the public forums shows a few similar themes at the intermediate schools. Intermediate staff believes students should be able to voice their desires, and incentives should be awarded for meeting academic achievement goals. Professional development is available and required to provide models of proven success in instructional techniques. There needs to be a culture of cooperative learning that is relaxed and non-stressful. With a predominance of English learners, teachers need to emphasize the importance of English language communication and engage students in dialogue.

Intermediate students want teachers to be more fun and to provide interesting lessons and projects. They want teachers to allow for more interaction in the classroom, to stop when students don't understand, and to provide motivation. Feedback on assignments, appropriate intervention, and more electives are also requested.

Parents want students placed in classes that address their appropriate academic levels and want teachers to use different teaching methodologies to address students' needs. They want teachers to:

- Communicate more effectively
- Be more aware of cultural and economic diversity (in particular, sensitivity towards the Hispanic culture)
- Work more effectively with challenged students
- Not assign homework the night before a test
- Push students to succeed

The input from the public forums shows that high school students at the four high schools want teachers to be more engaging and to limit the use of lecture-style instruction. Projects and activities should be integrated more often and teachers should be more involved in ensuring students understand the lesson. Students also need access to textbooks and technology in the classroom, more tutoring, and more elective choices. Parents want students placed in classes that address their needs and want teachers to use different teaching methodologies to address students' academic levels. They want teachers to be welcoming, to communicate more, and to receive more training on classroom management.

Increasing learning time: The public forums held separately at each of the intermediate schools resulted in similar suggestions regarding the need for increased learning time. These suggestions led to the selection of the Transformation model as the intervention model which would best address these needs.

Staff expressed the belief that smaller class sizes along with more utilization of technology in the classroom would help. The understanding was that each of these changes would provide more individualized attention and the ability to differentiate instruction more effectively. Some changes to the schedule should also be made, such as block scheduling, late start or early start. There should be a focus on team teaching, offering more electives, and better integration of Special Education students.

Students expressed a desire for shorter classes with more opportunities for a variety of classes. To accommodate this, they suggested that the school day end later. Additionally, students would like to see more electives, more security, and a stricter policy/discipline on dress code.

Parents showed considerable interest in more flexible scheduling. Starting the day later and extending the school day to facilitate more instructional time. They also shared the teachers' suggestion that class sizes be smaller. Other suggestions included implementing a staggered schedule, and college-like scheduling of classes. Finally,

they expressed their concern for schools to be a safe place for students during these extended learning opportunities before and after school.

Creating community-oriented schools: Parental involvement has been a priority for SAUSD. To support this goal, the district allocated categorical funds for a Parent Coordinator. This staff person engages the community through a Parent Handbook published annually, DAC/DELAC, parent associations, parent education, and family involvement activities. The district participates in an annual Family and Community Fair, which brings hundreds of community services and business to one location for one full day. Nearly 1,000 community members have participated for this incredible day. The district recognizes that more needs to be done to engage families in the school and wants to build upon the successes of current programs and expand them to support creating community oriented schools. The Parent Coordinator will work with the school staff and Transformation Director to create a parent involvement policy and opportunity program.

In summarizing the input from the high school public forums, it was found that staff believes students should be given a stronger voice in addressing their own needs and that attention should be given to working on promoting a more positive attitude about education and academic achievement. Tardiness and absences should be monitored more strictly, giving students a “stat” card; putting students on track for different programs, and focus on teaching English are a few examples.

Providing operational flexibility and sustained support: (See site categorical budget in section v.) Another shared theme which was expressed throughout the needs analysis was that any intervention model chosen must provide operational flexibility to the instructional programs (IP) offered to meet the needs of the student population. This conclusion was reached after the examination of the student data which reflected the effectiveness of current practices and instructional programs.

Among the data reviewed in the selection process was an examination of the number of students at each of the four PLAS High Schools who were credit deficient. At the end of 2008-09, 336 (16%) Grade 12 students out of 2,157 were credit deficient. A theme that emerged from the public forums noted that the staff of the four PLAS high schools believed that reducing class size and changing the schedule to some kind of block, staggered, or rotating schedule would help. Some schools expressed the desire to offer a continuation program within the school. Other suggestions included offering online classes, additional tutoring during lunch and after school, increasing the use of technology, and making more programs (e.g. vocational) available. Providing the option of online learning for students who may feel disenfranchised by the traditional high school structure was another avenue discussed to address the striking number of students who were credit deficient. Students expressed the desire to change their

schedule to a staggered schedule with smaller classes. They wanted stricter rules regarding tardiness and absences, tighter security, more electives, more activities during and after school, and credit recovery programs.

While parents did not wish to change the school structure, they did express a need for longer school days, whether starting earlier or staying later. They, too, joined with the students and staff in the need for a safe environment for students during and after school.

As a result of these factors, and a careful review of the data, the Transformation model was selected for all six schools. The schools and district recognized that their current processes are not working for all of their students or the families in the community. Changes must be made. The Transformation model provided the best vehicle to facilitate these changes.

iii. Demonstration of capacity to implement selected intervention models

SAUSD has committed to curricular reform, but as the needs analysis (section i) reflects, this alone is not sufficient to realize the comprehensive educational reform needed to make the transformational change sought by all the stakeholders in this study. With a new millennium, our schools need to identify a new focus. For schools to truly prepare our students for the competitive market, the need to develop a unique identity, or brand, has become not an option, but an imperative. Therefore, SAUSD's Transformational reform model will be providing programmatic opportunities beginning in the 2010-11 school year and will expand those opportunities in subsequent years.

SAUSD's Transformational reform includes:

- Extending the student learning time through the after-school program (see section vii).
- Extending the professional day by over 300 hours to work with students, parents, and the community. The contract allows teachers to be paid for additional service, based on factor rates. The SIG funding pays for over 500 certificated staff members at these six sites, in addition to their salary to develop and implement the transformation activities, which include:
 - Professional development and collaboration on data analysis, reforming instructional practice, meeting the needs of English learners and students with disabilities, as well as developing enhanced pacing guides and common assessments that meet the school's curricular focus. These professional development activities, which are outlined in section v are based upon the needs analysis of each school.
 - Student services, such as intervention programs, credit recovery, tutorials electives, and enrichment activities.
- Working with the negotiating teams regarding the modification of:
 - Compacts
 - The evaluation process
 - The interview process for new teachers
 - Voluntary and involuntary transfers for those individuals who are barriers to change or do not improve student achievement.

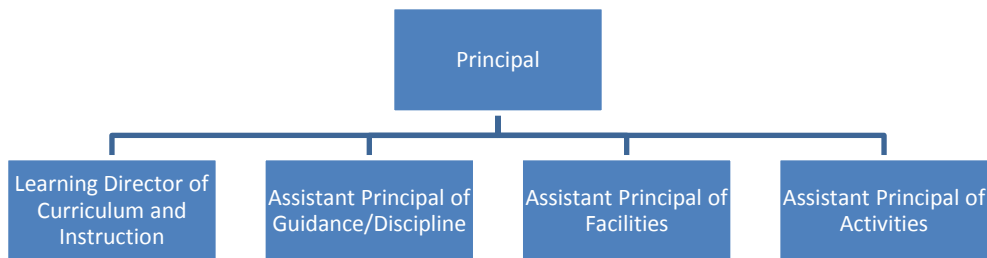
To address this last element regarding transfers, teachers identified as needing improvement will be provided a year-long professional development program on teacher leadership, as delineated in the required activities of the transformation model. (IRR)

- Transforming the roles and responsibilities of administrators to include three specific functions:
 - Curriculum and Instruction
 - Plant Management and Operations
 - Communication and Community Relationships

To increase the pool of future principals, assistant principals will rotate duties every few years. Currently, our curricular and instructional leaders are diverted from the classroom to address site operations, budget and safety (shown in Table Seven). The transformed administrative team (shown in Table Eight) will provide the principal and Learning Director an opportunity to focus their attention solely on classroom instruction and student achievement. The Manager of Business Operations will be responsible for the facilities, fiscal services, development of routines and procedures and the plant operations of the school. The Assistant Principal of Student Services, in collaboration with the newly appointed Deans of Student Support/Discipline, and Community Liaison as well as the counseling teams at each site, will be responsible for: student placement, discipline, and community outreach.

At these six sites, the current administrative team includes:

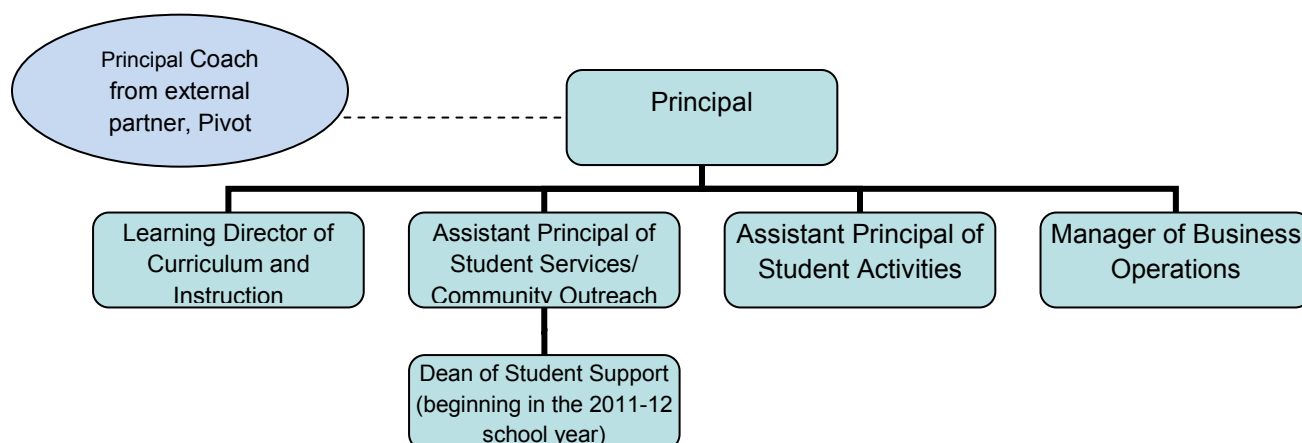
Table 7: Current Administrative Structure



In the current administrative structure, each assistant principal is assigned their primary role (which is listed), in addition to evaluating teachers, curriculum, budget oversight, and community outreach.

Table 8: New Administrative Structure

The administrative team will be transformed to:



The new administrative structure allows the principal to remain focused on classroom instruction (with the support of the Learning Director) and oversight of the school, while two assistant principals focus on needed programs and services for students and the community. One administrator, the Manager of Business Operations, will be responsible for structures and procedures related to the plant, including: Budget, facility maintenance and modernization, operations and classified staff. The new administrative structure provides one additional support person, a Dean of Student Support, who will focus on discipline, parental contact, student motivational programs, and services to re-engage students in academics.

- Re-engaging the community through the creation of a Parent Resource Center at each site led by the Community Liaison Parent Worker. This center will provide health, legal, and parent education. In addition, the safety and policing of our community is critical. Each high school will be provided a police sub-station, an extension of the district's police station. (Section iii, part 6, Culture, Environment and Communication Resources) Each school is developing specific programs and services to enhance and re-engage families during and beyond the school day.
- Developing and implementing a new instructional support model (IP) by each site as part of their school plan in order to facilitate
 - Monthly review of student data (SD) by grade level/department with instructional goals and lessons as a result to meet achievement goals (section ix).

A monetary award of 15% of the SIG allocation will be divided by the staff and leadership at this school for demonstrating success as evidence by the

achievement goals, graduation requirements, and admission into Institutions of Higher Education (IHE). The award is based on the SIG funding and negotiations. These awards are pursuant to SIG funding. The district is reviewing alternative incentive options for staff in addition to funding. (section iii, parts 4 & 5)

- Supporting the Transformation model sites so that barriers are eliminated and more flexibility is available in policies, procedures, budget, and time. The Director of the Transformation Department will ensure this occurs, with the support of the district restructuring team. This position will be district funded. (section iii, part 3-Leadership and Staffing, part b)
- Supporting the three identified goals of the branding process:
 - (1) Remove enrollment boundaries for high schools.
 - (2) Create a unique identity that offers distinct and engaging programs for varying students at each school.
 - (3) Provide students the opportunity to apply and enroll in any of our four high schools that match their interests and abilities.

Each school will select a marketing person to develop a publicity campaign to ensure that the initiative takes root in the community. Responsibility for funding for this service will be split by district central and site-level funds. One member of the Superintendent's Cabinet will be assigned to each of the six schools to work with the marketing staff to ensure the school's initiative and successes are emphasized and celebrated. (section iii)

The identity, or "branding," of each school has been selected by stakeholders and is noted below. Stakeholders will continue to finalize their program identity throughout the summer.

Sierra Intermediate: The Visual and Performing Arts School. This is a feeder school of Santa Ana HS.

Willard Intermediate: The School of Science, Technology, Engineering, Arts, and Mathematics School (STEAM). Willard is a feeder school for Century.

Century High School: The High School Science, Business Technology, Engineering, Arts, and Mathematics School (STEAM)

Saddleback High School: College Preparatory School

Santa Ana High School: Visual and Performing Arts Schools

Valley High School: High School Inc., Career Technical Academies

These four high schools will have open enrollment beginning in 2011-12 following a year-long marketing strategy to students and the community. As long as space is available, students will be able to attend any high school. Once capacity is reached, a lottery system will be employed and, if necessary, waiting lists will be created. This lottery system will be modeled on the same process currently employed for our fundamental schools.

Use of SIG funding in conjunction with current funding sources

District funding allocations as well as the two million in SIG funding for each identified PLAS site will be allocated to ensure students and parents have options and opportunities to engage in the interventions facilitated by the Transformation model in all six schools. The district recognizes the need to transform these schools with sustainable, ongoing resources. Therefore, the necessary funding to implement direct student and parent services will be allocated, irrespective of receipt of the SIG funds.

The SIG funding requested is to specifically ensure that the building of human capital through professional development and community outreach is sustained long-term without the need for additional funds. It is recognized that these are one-time dollars. The two million dollar SIG funding will be allocated for extending the learning time of students/professional day (approximately nine million) for staff and the remaining funding of 10- 30% is allocated for school support services (e.g., student services, curriculum coaches, parental re-engagement, and community services, etc.) and instructional achievement incentives, with 15%, (\$300,000.00) allocated for staff development costs. (See budget)

Funding, although crucial, is not the only resource required to implement the Transformation model at these six sites. Section iii is divided into the following resource allocations:

- (1) Central Categorical and General Fund Budget for all six schools and for each school individually.
- (2) SIG Funding Allocation by School
- (3) Leadership and staffing
- (4) Curriculum, instruction and professional development
- (5) Assessment System
- (6) Culture, Environment and Communication

(1) Central Categorical and General Fund Resources: The district administration has made the decision to pay for the Transformation model resources that provide direct service to students and parents. Currently, each comprehensive high school has an operating budget of over 15 million dollars, while intermediate schools have smaller operation budgets due to their size. The district has an obligation to provide the additional ongoing programs and support services for parents and students necessary to implement this grant and sustain change. District categorical and general funds will be directed to fund student programs at all six schools to expand student options and opportunities, such as:

- ***After-school programs*** (ThinkTogether 21st Century) to extend the learning time and opportunities for all students at the six sites. This program includes:
 - Academic support (tutoring)
 - Extra-curricular activities (e.g., fitness, nutrition, art, music, dance, karate, field trips, and intra-mural athletics).

The after-school program is currently in place at Sierra, Willard, Century, and Valley. ThinkTogether will be added to the after-school program offerings at Saddleback and Santa Ana High Schools for the 2010-11 school year.

- ***One classified FTE parent liaison community worker at all six sites*** (Title III) to re-engage the community in the school. This individual, with the support of the senior director of pupil support services will facilitate classes for parenting, English, and safety. In addition, this staff person will coordinate the new parent resource center at each site.
- ***An outreach consultant at each site.*** The district will continue to provide one outreach consultant to serve each high school and feeder intermediate school to support students with attendance, community services, and incentive programs for attendance and tardiness. This staff position was provided beginning in the 2009-10 school year and will continue as part of the school's base staffing. This is one of the Board of Education's priorities.
- ***A director of the district's new Transformation Department*** through the district's categorical funds. This department and staff are not subject to SIG funding. (Description of duties is addressed in section iii Leadership and Staffing). This department will coordinate Teacher on Special Assignment (TOSA) work among the six schools.

- ***An administrative coach for all six schools.*** This will be facilitated through the services of our external partner, Pivot Learning Partners. The coaching partnerships and work began in 2009-10. It will continue for the Transformational leaders at these six sites beginning with the 2010-2011 school year. This coach provides monthly visits to the school to support the administrator in developing and maintaining their instructional program. The coach reviews data with the administrator, walks classrooms and provides feedback on walk-through, observation, and evaluation data. The six schools that were identified will have additional support from Pivot coaches, including weekly visits with the principal.
- ***Transformation Advisory Boards.*** The district will facilitate a Visual and Performing Arts Advisory Board for Sierra and Santa Ana High School and a STEAM Advisory Board for Willard and Century, along with a College Collaborative Advisory Board to garner community support and partnerships. These advisory boards will consist of both internal and external stakeholders, including one Superintendent Cabinet member.
- ***A local assessment question item bank for English-Language Arts, Mathematics, Social Studies and Science*** will be funded through central categorical funds. Teachers at these sites will be responsible for selecting the process and questions for the assessment structure at their site.
- ***Parent and Community Communication Committee.*** The district will fund a committee to establish and focus the determination of our resources and plans for enhanced communication with parents and the surrounding community. This committee will be charged with the responsibility of evaluating and purchasing a telecommunication system to supplement and/or eventually replace the current district automated phone system. This committee will be facilitated by the Assistant Director of Education Technology.

The breakdown of activities supported by the district's general fund and categorical funds are listed below:

Sierra Intermediate:

- Instructional art staff to support the implementation of the Transformation model, which may include Artists-In-Residence.
- Coordination of the performing arts program specifically designated for Sierra and Santa Ana High.

Willard Intermediate:

- Instructional STEAM staff to support the implementation of the Transformation model.
- Specifically trained counselors will be assigned to this site to address students' emotional health and fitness.
- Fitness equipment and facilities to implement STEAM will be provided through a joint use agreement between the city of Santa Ana and SAUSD.

Century High School:

- Instructional STEAM staff to support the implementation of the Transformation model.
- \$750,000.00 for a site technology plan to increase student and parental engagement and communication (e.g., net books, iPods, response systems, etc.). The school will develop a plan that includes 25% of the allocation toward professional development and the remainder toward classroom innovation, hardware, software and infrastructure needs. (Funded primarily by SIG I)
- Enhanced technology for the 21st Century learning environment, a SMART classroom profile, as defined by the current district technology plan. Funding will supply a smart board, projector, audio capability, infrastructure and the computer.
- Professional development for integrating technology into the curriculum.
- Computer technician to maintain the hardware.
- A Police sub-station, an extension of the district police station, will be added to the site.
- Expand the hours of operation at the school's media center for extended community use (following the Judge Mandel model, explained in section v).

Saddleback High School:

- Instructional staff for lower and upper division courses, including electives, to support the implementation of the Transformation model.
- A Police sub-station, an extension of the district police station, will be added to the site.
- One-time allocation for a media lab to support the development of the college readiness model.
- Extend the hours of operation at the school's media center for extended community use (following the Judge Mandel model, explained in section v).

Santa Ana High School:

- Instructional visual and performing arts staff to support the implementation of the Transformation model.
- Staff will be provided for the coordination of the visual and performing arts program specifically designated for Sierra and Santa Ana High.
- A Police sub-station, an extension of the district police station, will be added to the site.
- Expand Alvin Ailey Dance Institute partnership
- Saturday programs for credit recovery

Valley High School:

- High School Inc. Coordinator
- ROP and Career Technical Education staff
- Equipment for the ROP/Career Technical programs
- A Police sub-station, an extension of the district police station, will be added to the site.
- Expand the hours of operation at the school's media center for extended community use (following the Judge Mandel model, explained in section v).

(2) SIG Funding Allocation per School: The School Improvement Grant (SIG) funding that is awarded will pay for coordination of programs so that development and sustainability is guaranteed. SIG funds will be allocated toward each site:

Sierra Intermediate:

- The SIG funding will be utilized to extend the professional day of all teachers to support the academic, communication, community outreach and professional development of the school.
- 15% of the site's SIG allocation will be reserved for teacher incentives (pending negotiations) for improved student achievement.
- Approximately 30% of the SIG funds will be utilized for student support services and community outreach along with individual site-specific needs, including:
- A technology system that allows for teachers to assess and score students assessment results immediately (e.g., Grade Cam).

Willard Intermediate:

- The SIG funding will be utilized to extend the professional day of all teachers to support the academic, communication, community outreach and professional development of the school.

- 15% of the site's SIG allocation will be reserved for teacher incentives (pending negotiations) for improved student achievement.
- Approximately 30% of the SIG funds will be utilized for student support services and community outreach along with individual site-specific needs, including:
 - Science, Technology, Engineering, Arts, and Mathematic (STEAM) Coordinator
 - Simulation software technology for physical education and health
- A technology system that allows for teachers to assess and score students assessment results immediately (e.g., Grade Cam).

Century High School:

- The SIG funding will be utilized to extend the professional day of all teachers to support the academic, communication, community outreach and professional development of the school.
- 15% of the site's SIG allocation will be reserved for teacher incentives (pending negotiations) for improved student achievement.
- Approximately 10% of the SIG funds will be utilized for student support services and community outreach along with individual site-specific needs, including:
 - Science, Business Technology, Engineering, Arts, and Mathematic (STEAM) Coordinator
- A technology system that allows for teachers to assess and score students assessment results immediately (e.g., Grade Cam).

Saddleback High School:

- The SIG funding will be utilized to extend the professional day of all teachers to support the academic, communication, community outreach and professional development of the school.
- 15% of the site's SIG allocation will be reserved for teacher incentives (pending negotiations) for improved student achievement.
- Approximately 20% of the SIG funds will be utilized for student support services and community outreach along with individual site-specific needs, including:
 - College Preparatory Dean (who works under the Learning Director)
 - 1 TOSA for English-Language Arts
 - Online learning management software to enhance and extend classroom learning outside of the school day
- A technology system that allows for teachers to assess and score students assessment results immediately (e.g., Grade Cam).

Santa Ana High School:

- The SIG funding will be utilized to extend the professional day of all teachers to support the academic, communication, community outreach and professional development of the school.
- 15% of the site's SIG allocation will be reserved for teacher incentives (pending negotiations).
- Approximately 10% of the SIG funds will be utilized for student support services and community outreach along with individual site-specific needs
 - 1 English-language arts TOSA
- A technology system that allows for teachers to assess and score students assessment results immediately (e.g., Grade Cam).

Valley High School:

- The SIG funding will be utilized to extend the professional day of all teachers to support the academic, communication, community outreach and professional development of the school.
- 15% of the site's SIG allocation will be reserved for teacher incentives (pending negotiations) for improved student achievement.
- Approximately 20% of the SIG funds will be utilized for student support services and community outreach along with individual site-specific needs, including:
 - Saturday programs for credit recovery.
 - 2 TOSAs for English-Language Arts and Mathematics.
- A technology system that allows for teachers to assess and score students assessment results immediately (e.g., Grade Cam).

Each of the identified PLAS schools is in the process of building their staff for next year. This includes the movement of staff through voluntary and involuntary transfers. During the months of June and July 2010, the newly formed staffs have the opportunity to define additional activities and expenditures necessary to ensure the implementation of the Transformation model utilizing the 30% of unallocated funding listed above.

The district restructuring team recognizes that all best-practices of the Transformation model require the site to have flexibility in allocating a portion of the resources to empower change at the instructional level. This recognition is why a portion of the SIG funds are not allocated in this grant application.

While the district currently has three Tier I and three Tier II, there are 32 SAUSD schools on the Tier three lists. While the district is not applying for funding today for these TIER III schools, it is evident that the district will eventually need additional funding to support these schools.

The district's categorical funds will be utilized to build capacity at these six sites. The goal is that within three years, schools are capable of maintaining these transformational practices independent of SIG funding.

(3) Leadership and Staffing System Resources: All of the administrators chosen for the six transformation model schools were selected based upon their ability for:

- Getting results
- Influencing others
- Willingness to support change

Principals: The principals were newly appointed to the school in either the 2008-09 or 2009-10 school year. These administrators are proven relationship builders who excel at starting and supporting critical conversations. They are “transformational” leaders, per the characteristics of research from the Center for Comprehensive School Reform and Improvement. These leaders are willing to implement new ideas and strategies, involve the community and staff, and have proven success. The six principals are able to prioritize responsibilities at their site, while maintaining the district priorities for their school as well.

Transformation Director: The Director is responsible for providing an objective assessment of each site's progress toward meeting all goals and objectives within this transformation plan. The Director will report directly to the Superintendent and Deputy Superintendent. Through work with Pivot Learning Partners, one of the district's external partners, a leadership program was developed (see section vii). This program offers administrator coaches, peer support, staff development, and focused attention at the site with administrative mentors. The district's goal is to have a leadership pipeline of individuals who will be successful in an urban environment with community needs and a large (67%) English learner population.

The district restructuring team creation will be based on the research *What Works When* by the Center for Comprehensive School Reform and Innovation. This restructuring team, led by the Superintendent and attended by all Cabinet members, allows each school to address their needs immediately and efficiently (addressed in section i). In order to provide ongoing support, the six site leaders will meet weekly with the district restructuring team (see pg. 2).

District Transformation Department. The district is in the process of developing a district “transformation” department. Led by a Transformation Director, this department will make weekly visits to these six schools to meet with the administrative team, conduct classroom walk-through with administration, and to attend parent and School Site Council meetings. The goal of this department is to supply immediate, direct support to these six school leaders by being their lead internal partner. The director of

this department is responsible to ensure that the schools' goals are addressed, monitored, and barriers are eliminated. External lead partners will be selected through this department, with the support of the district restructuring team (see section iv).

One of the major goals of this department is to ensure that the district provides proper support to exempt the six schools from processes, policies, and time away from their site through weekly meetings, rather than meetings with multiple departments throughout the week. In order to ensure classroom instruction is monitored effectively, the six principals will be provided an electronic hand-held device to monitor classroom instruction during walk-through, observations, and formal evaluations.

Based on a classroom instruction walk-through rubric created by administrators in SAUSD, each teacher will be provided feedback on their instructional practice. The rubric focuses on three areas: Student achievement will also be addressed at quarterly data chats with the site administrator after each district benchmarks/school common assessments and CAHSEE and CST. The district data chats with site administrators' mirror what occurs between the administrator and teachers, will be facilitated by Cabinet and the Transformation Director quarterly.

Additional Secondary Math and Special Education Teachers: Santa Ana Unified School District expects to hire approximately fifteen secondary teachers in the hard-to-fill positions in mathematics and special education. This need for teachers is District-wide due to openings as a result of retirements, expiration of temporary contracts, and reduction-in-force. In addition, the involuntary and voluntary transfers from the six schools will delay hiring for other sites to ensure that the district hires the most appropriate candidates for the six schools.

In addition to signing a district contract, these candidates will also sign a transformation school contract agreeing to participate in transformation activities at the site that results in academic achievement for students and engagement activities for parents.

Recruiting Highly Qualified Teachers: SAUSD strives to recruit the best and brightest educators to the district. This is made possible by the strength of the District's relationships with the Institutions of Higher Education (IHE) in the surrounding area. The Board of Education allocated funding for Higher Education Coordinator at each high school. The Higher Education Coordinators are counselors who work with students to instill college-bound behaviors and support the college application process. These staff members at the high schools support students in acquiring financial assistance, recommendations, and portfolios. Parents are educated regarding the college admission process through the Higher Education Center. Field trips to local colleges and universities are arranged. SAUSD personnel sit on several advisory boards such as UCI, Argosy and CSUF. District representatives also participate on panels such as

OCTIPIC, TEAC, and et.al. Beginning Teacher Support and Assessment (BTSA) Cluster 5, Special Education Task Force, California Standards of the Teaching Profession Revision Task Force.

Through the active involvement of the District, we are kept keenly aware of networking opportunities. A high priority at SAUSD is to participate in recruitment opportunities of those new to the profession as well as interns in both general education and special education. The District also supports those seeking continuing education, as it promotes strong relationships and maintains consistency in the learning to teach continuum from CDE and the Center for New Teacher Training in Santa Cruz.

In addition to ensuring that it hires highly qualified teachers, as required by the tenants of ESEA, the District is firm in its resolution to hire highly effective teachers and administrators. To address current needs of the District, certain changes will be enacted. SAUSD plans to continue to hold and attend job fairs as a primary method of meeting with potential recruits. As a result of the networking and job fair attendance, SAUSD has been able to increase its percentage of highly qualified teachers to 99%. All new teachers hired in SAUSD are required to hold a NCLB Certificate of Compliance. Subject matter competency is crucial. However, it does not outweigh the importance of teacher effectiveness.

The interview process will be modified to reveal candidate's knowledge and application of learning theory. Previously, applicants had attended SAUSD job fairs and were interviewed by a panel of administrators. Those receiving the highest marks were recommended for a second or level II interview. In looking at what has been previously employed in the level II interview with a critical eye, it has become apparent that these interview questions may not have been as complex or demanding as necessary to determine the effectiveness of the candidate in the critical areas of planning, instructional delivery, monitoring of student potential and progress, classroom management, and interaction with students as individuals.

SAUSD will immediately (2010-2011) modify the interview protocol to include an initial screening of the candidate by HR personnel through the use of the Teacher Quality Index Interview process. Those candidates that meet the quality indicators for proficient or exemplary will proceed to the next level. In 2010-2011, Level 2 will include a lesson simulation. The proposed changes in the hiring process will allow the District panel to make a decision based on observable evidence in conjunction with the results of the initial screening. In July 2011-2012, in order to further authenticate the teaching experience SAUSD intends to proceed from the simulation to an actual classroom demonstration lesson. We believe these changes will support the district's ability to not only hire Highly Qualified teachers, but the most effective teachers for our students, as well. Whether through simulation or demonstration, the new candidates will create and

implement a lesson to be taught. Additionally, these modifications will ensure alignment between teacher quality findings and instructional leaders' perceptions.

Another adjustment to the hiring process will be the inclusion of a site specific teacher compact that stipulates the professional development, work service, student achievement goals, and commitment to set goals and achieve them. The compact will also address the new teacher's requirement to participate in the district's State approved BTSA Induction Credentialing Program. This compact will be facilitated by the site principal and written by the staff at the site.

(4) Curriculum and Instruction Resources: In August 2010, the District will implement an initial training that will focus on institutionalized processes to include Equity Training, Thinking Maps, Project GLAD, and Frontloading as part of its Title III Improvement Plan. By 2013, all new hires will also receive a series of trainings on District adopted text materials and ancillary program support. Training is intended to be maintained and enhanced through Site level coaches/TOSAs. This training supports the LEA Addendum in the four focus areas of:

- Differentiated Instruction
- English Language Development
- Writing
- Math

Teachers new to the district will attend a series of workshops and trainings to equip them with effective, research-based instructional strategies to deliver standard-based content for English learners appropriate to their respective CELDT levels in August 2010-June 2013. Trainers will integrate:

- Project GLAD, Thinking Maps, and Frontloading strategies.
- Strategies which can be applied to mathematic content to make standards comprehensible for all levels of English learners, beginning through advanced.

In partnership with Institutions of Higher Education (IHEs) the district will provide professional development and training of coaches to develop math teacher leaders to work as site coaches or math specialists for grades K-12 teachers at their sites or a group of sites within a network. To ensure that more students are successful in Algebra during their 8th grade year, SB 472 training will be required for all elementary teachers and secondary level mathematics teachers. Follow up training will be provided in collaboration with our DAIT provider and local IHEs.

In order to sustain our six schools' teacher leaders, beginning in July the instructional leadership team, department chairs, and administrators will participate in a six session

teacher leader program that is provided through our partnership with Pivot Learning Partners.

The goals of the professional development and teacher coaching include:

- Defining their roles in the district.
- Establishing school-wide equity efforts to close the achievement gap.
- Increasing student achievement.
- Developing knowledge and skills needed to successfully carry out their roles related to teacher professional learning communities.
- Developing technical skills to lead teacher professional learning communities.
- Using inquiry to improve instructional practices.
- Increasing student achievement.
- Closing the achievement gap.

The leaders of each department will be asked to participate in the district Curriculum Committee and work with their own school committee to revise and evaluate the district pacing guides and local assessments. Currently, teacher leaders in the district develop the pacing guides with the support of the Educational Services Department and then select the questions for the district benchmark assessments from a standards-aligned item bank. Teachers in the six transformation schools will have the option to participate in the district process or they will be given the opportunity to develop and implement their own standards-aligned common assessments (at least quarterly) with the support of the Departments of Research and Evaluation and Curriculum and Instruction.

In May of 2010, the district began an algebra teacher coaching support on a voluntary basis at Willard and Century. Teachers of 8th and 9th grade students attended algebra professional development training appropriate to their content and student needs. Coaching follow up was offered. Despite it being the end of the school year and in the middle of testing, five teachers indicated interest in starting coaching support. This teacher coaching opportunity to enhance instructional practice will be expanded to include the other four schools.

As addressed in section iii, one of the major areas of reform for these schools will be an extension of their professional work day, if funded by SIG. All six schools will have the opportunity for department and vertical teaming articulation, as well as direct service to students and parents.

(5) Assessment System Resources: The district has funded an assessment and management system, Data Director, for the last five years. This program allows teachers and administrators to access demographic, assessment and aggregate results for students, classrooms, grades, and schools. Local assessments, standardized tests,

and programs that students participate in are all loaded into the system. The system also provides a standards-aligned item bank. The Department of Research and Evaluation has offered a four-tier professional development program utilizing the system.

- The beginning level is an overview of the system's capabilities, as well as access to four pre-built reports on standardized tests.
- The intermediate level training focuses on the reporting and assessment feature, as well as the item analysis for local assessments. Teachers learn how to access the data they need, as well as what it means.
- The advanced level addresses how to build reports, analyze the data to drive instruction, and build assessments for classroom use. The expert level is designed for staffs that are power-users and want to create reports using Boolean logic, comparison reports, etc.

Though this program and professional development have been offered, of the staff members at these sites who are active users, their skills are at the intermediate level. At present, there is a usage of 1-461 logins by users at these sites. The following is a summary of the usage of this assessment resource by sites:

- Century: 2 users
- Saddleback: 10 users
- Santa Ana: 4 users
- Sierra: 5 users
- Willard: 3 users

Given that promoting the continuous use of student data (SD) and using data to identify and implement a new instructional program (IP) are essential requirements of the Transformation model, this report reflecting the usage of the student data management system across the six PLAS sites supports the need for additional training in utilizing the assessment and management system. To address this need, each staff member at the six sites, as part of their signed compact, will participate in the next level of Data Director training appropriate for them. The goal is to have all teachers at the advanced level by 2013.

The district-wide benchmark assessments, developed by Intel-Assess are administered quarterly. Sierra and Santa Ana High School have utilized this data to drive instruction. Based on the results of the benchmark assessments, professional development from the Department of Research and Evaluation staff, as well as the public input forums, the staff does not utilize or believe in the benefit of benchmark assessments as a tool for instructional support. The district goal is to provide the staff at the six schools an opportunity to choose what standards-aligned assessment they will utilize, but use of an

assessment at least four times per year is not an option. These six schools will select local assessments to administer to their students to monitor achievement. The following is a summary of what each of the identified sites have chosen to do to fulfill the requirements of utilizing a standards-aligned assessment to monitor achievement:

Sierra Intermediate and Saddleback High School: These sites will continue to utilize the district benchmark assessments, while enhancing their assessment portfolio with common assessments.

Willard, Century, Santa Ana, and Valley High School: These sites will utilize common assessments that are developed by the teacher leaders, with the support of the Intel-Assess, standards-aligned item bank.

- Assessments will be given at least four times a year (e.g., Valley has chosen to assess students every six weeks, while Willard assesses monthly).
- Results of these assessments will be utilized in data chats between the administrators, teacher leaders, and staff. Based on requests from department chairs in Social Studies and Science.
- An item bank for development of assessments for use in social studies and science classes will be funded by the district.

Administrators will check whether lesson plans include frontloading and re-teaching of standards which were identified as not yet mastered in the local assessments. A compact between the district and teachers at the six sites will be created to delineate specific requirements of staff working at these identified PLAS sites. The compact will include an agreement to:

- Use the local assessments
- Participate in data chats
- Utilize research-based instructional strategies to improve achievement.
- Work with struggling students, based on these assessments and classroom-level data. The expectation is that all students will make growth on these standards-aligned assessments.

(6) Culture, Environment and Communication Resources:

Outreach Consultant: The data amassed at all six sites from the needs analysis indicated a need for the improvement of culture, environment and communication amongst students, parents, and staff. To address this need, the district will provide an Outreach Consultant who works with Pupil Support Services Executive Director to:

- Follow-up on attendance and tardiness issues
- Create incentive programs

- Supervise Saturday School Attendance Recovery
- Coordinate services with the school police

Parent Liaison Community Worker and Parent Resource Center: The district will allocate central funds for a Parent Liaison Community Worker at each site. This staff person, along with the district allocated counselor at the site, will provide support to parents, training, and connect families to community resources. The coordination of a new parent resource center will also be under this new position's purview. Staff at the high schools and Willard Intermediate will be provided Equity Training from a certified Equity Trainer. In addition, training on developing resources by Clay Roberts will also be provided in August, with two follow-up trainings. Century has participated in Ruby Payne Training. Schools are participating in the Safe and Civil Schools Initiative. The focus of this initiative is a positive approach to behavior management in the classroom and as part of the overall school structure. In addition, high schools are registered and will attend the Positive Behavior Intervention Support Launch Training coordinated by OCDE on May 26th, this yearlong professional development.

Facilities Improvements: The Assistant Superintendent of Facilities and Governmental Affairs is developing a plan to enhance the façade of these school sites with the goal of making the facility more welcoming and conducive to student, parent and staff interaction. Glen Earthman in *School Facilities in Conditions and Student Academic Achievement* (2002, p.8-9), states that "Researchers have repeatedly found a difference of between 5-17 percentile points between student achievement of students in poor buildings and those students in above - standard buildings, when the socioeconomic status of a student is controlled. This research guides the district in improving the face and building structures of our schools, and also reminds us of how critical a welcoming, beautiful, safe facility is to our community.

Specific Barriers: Santa Ana Unified School District opted to serve all of the three Tier I and three Tier II schools. There are obstacles that will hinder progress, but the district has accepted this challenge and is addressing the following for these six schools with the Santa Ana Educator's Association:

- ***Working with the negotiating team to address teacher evaluation.*** Currently, only three California Standards for the Teaching Profession (CSTP) plus two strands of standard six of the CSTP are required to be addressed. The district's goal is to evaluate staff on all six standards. Discussions with the Santa Ana Educator's Association are progressing.
- ***Creating new job descriptions*** for the:
 - Dean of Student Support
 - Director of Transformation
 - Manager of Business Operations

Developing a district-wide discipline team: The data gathered through the needs analysis among all stakeholders indicated the need to support the maintenance of a safe school environment. The district is working in conjunction with SAEA to develop a district-wide discipline team which would meet weekly and create a district-wide progressive discipline policy and plan. All staff and administration are participating in the Positive Behavior and Intervention Supports Program (PBIS) through Orange County Department of Education (OCDE). The district will fund police sub-stations at each one of the schools to ensure safety is maintained. The district's Chief of Police is a Santa Police Department employee, allowing for cross-agency coordination. Each administrator and office staff person has a dedicated channel of communication to the city police through a hand-held radio.

Enhancing the parent involvement and opportunities: This was an issue identified by all our sites as crucial to re-engaging the community. The district Parent Coordinator, along with the Director of Transformation, and the Public Information Officer will work with each school's parent leadership to develop a parent involvement and opportunities program and compact. Although widely used at the elementary level, our secondary schools need additional and new programs to support families.

Extending the professional day: The district is negotiating the factor rate of pay which associated with extending the professional day by up to 300 hours a year to work with students, parents and the community. The district will provide services to extend the school day through a grant-funded after-school program as well. SAUSD is working collaboratively with the union to come to a mutual agreement and an MOU regarding the creating of a compact and payment structure for extending the school day.

Negotiating with the Educator's Association regarding transfers: At present the district is working with SAEA regarding transfers for employees who are obstacles to change and/or do not improve student performance prior to the start of school in the 2010-11 school year. The contract currently states in 11.9.2 that "district-initiated transfers caused by curricular modifications and/or other educationally-related needs of the District and/or affected schools may be recommended at any time. Such transfers shall not be arbitrary or capricious." Rather than impose an involuntarily transfer, the district is working with SAEA to carefully define the process surrounding transfers associated with the Transformation intervention model, and encourage voluntary transfers should the process evolve to that point.

Maintaining the upkeep of facilities and structures. This has been an obstacle for these six schools, as evidenced by the input from public forums. The district will allocate unrestricted funds for a Manager of Business Operations to address these issues. In addition, the Assistant Superintendent of Facilities will conduct an evaluation of each site and work directly with the new manager to ensure a clean, safe, and

controlled facility. Despite the reallocation of deferred maintenance funds to support direct classroom instruction, we have been able to continue to provide clean, safe, and healthy school environments. As we transition to a planned maintenance system, the ability to continue to adequately maintain our schools will be possible. With the passage of Measure G, a \$200 million general obligation bond, we have been able to plan modernization, and in the case of Saddleback High School, Santa Ana High School, and Sierra Intermediate School, *start* modernization at each of the schools identified. Utilizing State School Facility Program funds expected for Santa Ana and Century High Schools this summer, significant improvements will be undertaken at these sites. Until we receive additional eligible funding from the State for facilities, any classroom deficiency affecting instruction will be corrected with local funds.

Financially supporting the tenants of the transformation model. Budget constraints have been a major concern of our site administrators at these six schools. The district made a decision to allocate central funds to pay for all direct services to students and parents that are related to the transformation of the school. The SIG funding will be utilized to pay for the coordination of programs, incentives for staff for extending the professional day and improving achievement. The school administrators have the opportunity to meet with the Associate Superintendent of Business Services weekly at the district restructuring team meetings to address this standing agenda item.

iv. Recruitment, screening, and selection of external providers:

External Provider at the District Level:

SAUSD has selected Pivot Learning Partners (PLP) to be the primary external provider for technical assistance in helping the district transform both the Tier I and Tier II secondary schools identified as “persistently lowest achieving.”

Pivot Learning was first selected to work in the district to provide coaching and professional development to Cabinet members and Directors to bring focus and coherence to the district with the multiple initiatives being addressed. When progress began to show at the elementary school level, the district asked Pivot Learning Partners to redirect their area of focus to secondary schools.

In the middle of the 2009-2010 school year, Pivot Learning Partners secured a grant from JP Morgan Chase for SAUSD, which allowed one-on-one coaching for four secondary schools. Principals worked with the coaches to enhance their instructional leadership skills, especially in the area of classroom observation and increasing the learning of 8th and 9th grade students in Algebra. Other principals learned of the value of having a Pivot Learning coach, and the district soon redirected some of its funding in order to support a second feeder pattern group of principals.

In the quest to find the appropriate external provider to help both the school and the district implement the School Improvement Grant, SAUSD asked that Pivot Learning submit a narrative to underscore why it was an external provider that could deliver results for the district. Particularly significant was the provider’s track record in working to improve student achievement and to narrow the achievement gap of diverse subgroups.

Profile of the External Provider: Pivot Learning Partners is a nonprofit education reform organization with a fifteen-year track record of turning around underperforming schools and districts through research-based training and coaching for education leaders from the boardroom to the classroom – board members, superintendents, central office leaders, principals, and teacher leaders.

With a key focus on systems change, Pivot Learning’s combination of professional development, individualized, follow-up coaching, and data tools helps education leaders at all levels of the system build capacity within their schools and districts to raise student achievement and narrow the achievement gap.

Pivot Learning Partners was founded in 1995 as the Bay Area School Reform Collaborative (BASRC) with a \$50 million grant provided jointly by the William & Flora Hewlett Foundation and the Walter Annenberg Foundation. BASRC used these grant

funds to develop the Cycle of Inquiry model, a data-based decision-making process whose effectiveness in improving student outcomes was documented through a five-year independent study conducted by researchers at Stanford University's Center for Research on the Context of Teaching (CRC). On this basis, Hewlett and Annenberg provided BASRC with a second round of funding in the amount of \$40 million. BASRC was the only one of the Annenberg Challenge sites to demonstrate statistically significant improvement in test scores and the only site to be granted a second round of funding on this basis.

With these funds, BASRC embarked on a new imperative to strengthen the focus on district-level change, and to build a sustainable business model to scale up the program. In responding to these new challenges, BASRC has always been an organization that responds to new challenges and has reinvented itself several times, changing its name first to Springboard Schools to reflect a wider presence in California when it established regional centers in the Central Valley and Southern California in 2004 and 2005 respectively, and then to Pivot Learning Partners in 2009 with the launch of major district redesign projects.

Pivot Learning Partners today operates a core District Partner program that consists of a statewide network of some fifty districts, in which Pivot Learning Partners has demonstrated the most significant impact on student achievement. Through long-term partnerships with districts across California, Pivot Learning Partners brings together its core operating principles of research, professional development, and coaching to create a customized package of support for district-level and district-wide change. Analysis of data from District Partners has shown that these districts consistently improve at a faster rate than the state as a whole.

Pivot Learning Partners' track record in improving schools is equally strong. In fact, Pivot Learning Partners has an excellent record of school improvement for Program Improvement schools: Thirty-eight such schools made safe harbor in 2007-08; and nearly 12% of the 113 California schools that exited Program Improvement in 2008-09 were Pivot Learning Partners schools.

Process of selecting the External Provider: The process that was conducted in reviewing the merits of the external providers also included having the provider delineate the types of support that could be offered to the school and district. The variety of support that Pivot Learning could provide met the needs of Santa Ana Unified, particularly because of its already-established dedication and commitment to the district, knowledge of the district's history and challenges, and research knowledge regarding best practices that it can bring to Sierra and Willard Intermediate as well as Century, Saddleback, Santa Ana and Valley High Schools.

The types of service that Pivot Learning can offer to assist with the Transformation Model include: grant application preparation; planning and delivery of Retreats on Best Practices for Transforming Schools and Change Management; Principal/Leadership Team Coaching; Teacher Leadership Professional Development; on-going Professional Development Support; coaching for District Office Leaders for Transformational Model Implementation; Consultant Support for Revision of Teacher Evaluation Process; Monitoring of Plan and Student Progress, Survey administration and analysis; and Equity Professional Development.

These services may be used over the 3-year period of the grant; SAUSD will finalize their choices when the grant is awarded depending on the need of the district and the schools.

The personnel involved in the selection of Pivot Learning Partners as the external provider included the District Superintendent and other key district leaders who have worked with the Pivot Learning Project Leads, especially in relation to the new concentrated focus on secondary reform and transformation in the district.

Pivot Learning Partners' knowledge of the district's leadership and schools is an important reason for their selection. Pivot Project co-leads were asked to serve on the DAIT team led by OCDE, so that all services offered by Pivot Learning could be aligned with the DAIT goals. The rigor and research base that Pivot brings to the district will be an important factor as we work to dramatically change the environment and the leadership in the district at all levels of the system.

External Provider at the School Level:

The recruitment, screening and selection of external providers to provide technical assistance at the school level will be an important component in effectively using outside services to best match and serve the unique needs of each of the six persistently lowest achieving secondary schools.

Recruitment:

Process:

1. Select a transformation team at the school level who will assist with recruitment, screening and selection of external providers. Possible members include: Principal, Assistant Principals, Learning Directors, Department Chairs, Teacher Leaders, Student leaders, representatives from the community or other members and district leaders.
2. The transformation team will be informed of the requirements of the Transformation Model having to do with (1) teachers and leaders, (2) instruction

and support services, (3) time and support and (4) governance. The intent will be for the process to be connected with other initiatives in the school, be aligned to the goals of the school and to have coherence and focus for deep change.

3. Based on the needs analysis for the school, and the requirements of the Transformation Model, the team will determine key qualifications needed by school site, for appropriate external providers. (Experience, qualifications, and record of effectiveness in providing support for school improvement.)
4. The team will write a description of the needs and create a request for proposals, which includes the desired criteria for selection.
5. The team will share the request for proposals with potential external providers in a variety of ways: their school web site, the district web site, direct to possible providers and word of mouth.

Screening:

1. The transformation team will establish a date to review the external provider applications.
2. A screening team will research the choices and make recommendations to the selection team using a rigorous process to ensure that the provider meets the qualifications set forth by the team as well as the LEA.

Selection:

1. The school will put together a selection team consisting of the principal and key leaders from the school representing different subject areas and struggling sub-groups as well as those considered high achieving. The selection team will also have at least one member of the district who has a key role and deep knowledge about the Transformation model being used by the school. The team may also include students and/or parents as is appropriate.
2. The selection team will conduct initial conversations and interviews.
3. Members of the team will check references of those external providers being considered for selection.
4. The team will reach an agreement on selecting a provider that meets the high expectations of the secondary school and then notify the external provider for an immediate start date.

Implementation:

1. The principal and members of the transformation team will work with the external provider to create an implementation plan which includes a clearly defined scope of work with a communication plan for progress checks and mid and end of year reports.

2. At the end of the year, the transformation team will reflect on, evaluate and refine the services and process used by the external provider as needed.

v. Align other resources with interventions

The needs analysis conducted for the SIG implementation across all six sites indicated the following categories as priorities:

- Curriculum and instruction
- Culture and environment

The Transformation model components which address these priorities are:

- Use rigorous, transparent and equitable evaluation systems for teacher and principals. (ES)
- Identify and reward school leaders, teacher, and other staff and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so. (IRR)
- Provide staff ongoing job-embedded professional development. (PD)

The following narrative will identify the specific resources planned for use in implementing the Transformation model. These resources support the SIG implementation while also addressing the weaknesses and areas of concern revealed in the needs analysis.

Continuing Partnerships and Fostering New Partnerships: High School Inc., the branding for Valley High school, is partnered with the Greater Santa Ana Business Alliance. Paralleling this structure, the district restructuring team will work with our external stakeholders to recruit key partners for each and every one of our new branded schools. We also intend to increase our partnerships with our local IHEs to support the development of business plans at these six schools.

In 2009-2010, Santa Ana USD formed a Secondary Partnership with:

- University of California, Irvine
- Santa Ana College
- Orange County Department of Education
- Pivot Learning Partners Systems

The members of the SAUSD Secondary partnership included:

- District Instructional Leadership Team
- Site Principals from each of the
 - Nine intermediate schools
 - Seven comprehensive high schools
 - Three alternative setting secondary sites

Refining the roles of the Partnership Teams: These external partners and district partners formed Area Teams. These teams were vertically aligned by school levels in groups of five. Each Area Team met twice a month at the school sites. The first monthly meeting provided an opportunity to discuss data chats, staff development, or ongoing crucial conversations. The second monthly meeting took place at a member site to participate in a classroom walk-through process.

The walk-through consisted of a beginning meeting in which the site principal chooses the focus of the observations. After visiting classrooms in groups of two or three, the Area Team would reassemble to provide data, gathered on a rubric, as to what was observed, possible trends, and areas of both strengths and challenges. Through this process, the members were able to practice the roles of coach, collaborator and consultant, as well as curriculum supervisor and leader. Site principals, district staff and the external partners were able to gain insight, seek input, and verify best practices in a knowledgeable, supportive environment.

Strengthening the Observation Process: In 2010-2011, the District Area Teams will continue with this successful partnership, with some agreed upon modifications. The District Area Teams, which are comprised of high school administrators, along with their feeder intermediate school administrators and two district directors, will continue to meet monthly to monitor progress on the non-negotiable achievement and school structure goals (addressed in section ix) and to provide peer support during classroom walk-throughs.

In order to assist the teams in observing and analyzing teacher practices more effectively, Site Administrators will be trained to use a hand-held walk-through monitoring system, following the Association of Supervision and Curriculum Development's *The Walk In* program, as an example. This tool will allow curriculum supervisors to collect measurable data monthly and provide feedback in each of the six California Standards for the Teaching Profession (CSTP). At the training, site administrators will learn to use the program as well as review or practice how to ask reflective questions and suggest ways in which the classroom teacher could more fully implement the observed standard or element within the contextualization of the lesson. Area Teams will continue to meet monthly for focused classroom observations. The debriefing meeting will include calibrating the use of hand-held devices to be used for the walk-through program.

Identifying Areas of Focus: Following the initial roll-out and implementation, the use of the walk-through monitoring system will be expanded to assist in feedback for the teacher. The reports generated from these walk-through observations will help guide the curriculum supervisor in making decisions as to the type of conversations and

ongoing professional development that need be conducted to support the teachers in their endeavors to effect positive student achievement.

While all participants of the District Area Team will use the program during team observations, site administrators will use it while making weekly observations and evaluations as described in the Collective Bargaining Agreement (Article 5.1.1-5.2.1). At the end of 2011-2012, an evaluation by site administrators will help drive future trainings and direct any modifications that may be needed to increase effective observations and evaluations in 2012-2013.

In addition to the above resource support for the implementation of the transformation model, the district is committed to the systematic processes for measuring quality instruction and student engagement, including walk-through procedures.

The use of these resources will address the priorities of curriculum and instruction, as well as culture and environment identified in the SIG needs analysis. By refining and strengthening the observation process, sites will have the data needed to:

- Identify instructional strategies which are contributing to student achievement.
- Ascertain areas of deficiencies which can be addressed through targeted professional development.
- Provide meaningful and accurate feedback to teachers regarding strengths and weaknesses.

Further, the increased visibility of administration in the classroom facilitated through the use of these resources will address the concerns voiced regarding culture and environment. Feedback from the public forums conducted in the SIG needs analysis regarding culture and environment included a desire for:

- More administrative support
- Increased safety in the classroom and on campus
- Cultural sensitivity

While the primary purpose of the administrative observation process is not to police, there is certainly a sense of security which can be attributed to the increased visibility of an authority figure around campus and in the classroom. In addition, this increased visibility does not replace the need for some training on cultural sensitivity, but again, this increased presence has the power to provide a sense of support for both teachers and students. Generally speaking, the presence of an administrator may provide the catalyst for culturally sensitive comportment.

Table Nine illustrates the strategies currently being utilized to monitor classroom instruction and student engagement, what the next steps are, as well as the timeline for these to occur.

Table 9: Strategies, Systems and Timelines

Strategies currently in Place	Systems and Activities that are being addressed	Timeline for systems and activities
<ul style="list-style-type: none"> • Teacher Evaluations are based on CSTP 1-6 • Secondary Partnership Area Teams participate in monthly classroom walkthroughs • Secondary Partnership Area Teams provide coaching through focused observations during walkthroughs • Evaluation forms are available on District website for review prior to observations and evaluations • Collective Bargaining Agreement sustains teacher support and discipline procedures • Compelling Conversation Training offered to Site Administrators • Data Chats • Data Director Collection and Analysis Training offered to Site Administrators and staff • Weekly modified day provided for teacher collaboration and sharing of best practices and data driven instruction at intermediate level • Administrators direct Dept Chairs to implement Data chats at twice monthly 	<ul style="list-style-type: none"> • District does not analyze all data collected during walkthroughs/evaluation/observations • No clearly implemented process for feedback following walkthrough • Inconsistent use of Student Engagement Rubric • Administrators are at different levels of implementation with Compelling Conversations • Administrators are at different levels of implementation with understanding Collective Bargaining Agreement (CBA) in regards to discipline procedures • Not all administrators have attended <i>Compelling Conversations</i> training • Administrators/Teachers continue to be at different levels of understanding and implementation of Data Director • No clear, consistent process to monitor outcomes of department meetings • Awareness or use of 	<ul style="list-style-type: none"> • August 2010-2011 Site Administrators will be trained to use hand held classroom walk-through program for walkthroughs/observation • January-June 2011 Administrators will share data with Secondary Partnership Area Team on a monthly basis • Sept. 2011-2012 All administrators will use the walk-through program to create reports/gather data and share with Secondary Partnership Area Team • Sept. 2012-2013 Administrators will use provide reports to teachers and Secondary Partnership Area Team on a quarterly basis • Sept. 2010/Feb. 2011/Sept. 2011/Feb. 2012 Human Resources Department will review supportive measures and discipline procedures for teachers at Superintendent's Meeting for all administrators • Mar. 2011 All site administrators will attend <i>Compelling Conversations</i> training • Jan. 2012 <i>Compelling</i>

Strategies currently in Place	Systems and Activities that are being addressed	Timeline for systems and activities
<p>department meetings</p> <ul style="list-style-type: none"> • BTSA Induction Credentialing Program is available to all teachers who qualify • BTSA Support Providers serve as coaches, consultants, and collaborators with beginning teachers to provide feedback on observations, assist with new teachers' „assessment • Student Engagement has been a District-wide focus for the past 4 years • District-wide agreement on definition of “engagement” • Observation tools for specific strategy or content delivery models are available • SAUSD-SAEA Collective Bargaining Agreement specifies required hours of Buy Back Days to promote staff development and professional growth • PAR • Lesson Plans are required and submitted to Site Administration for review/approval to ensure standards-based instruction is conducted • Standards being taught are posted in the classroom on a daily basis 	<p>observation tools for strategy/content delivery models is inconsistent hindering a proficient implementation of the strategies</p> <ul style="list-style-type: none"> • Student engagement not at complex level at many schools • Level of student discourse in many Secondary classes is at the lower end of Bloom's Taxonomy • Lesson plans are not required or submitted consistently across sites • Data chats are focused solely on data from standardized test scores and allows for limited collaboration 	<p><i>Conversations</i> coaching at Superintendent's Meeting</p> <ul style="list-style-type: none"> • 2011-2012 Create customized Data Director reports to drive and differentiate instruction to meet the needs of all learners as evidenced by improvement on District Benchmarks, CST, and CAHSEE • Jan. 2011 Create plan to require all Department Chairs to submit monthly agenda and minutes of department meetings to Director, Ed. Services, Secondary Education • 2010-2011 Successful completion of BTSA Induction by Observation notes submitted by Support Provider • 2010-2013 Increase task demand and use of strategies to increase student discourse as evidenced by District and Site required lesson plan format • 2011-2012 Administrators will observe instruction and tally student responses and interaction based on “power zones” and provide feedback to teacher • 2010-2011 Observation tools will be used or embedded within “The Walk in” documentation in order to provide teachers with feedback • 2010-2011 Training on the

Strategies currently in Place	Systems and Activities that are being addressed	Timeline for systems and activities
		<p>Consistent use of the Student Engagement Rubric will be provided to Site Leadership</p> <ul style="list-style-type: none"> • 2011-2012 an analysis of rubric data will be used to consider challenges and growth needs • 2011-2012 Site Administrators and Department Chairs will develop an instrument to look at student achievement based on department goals shared during collaborative meetings and train department members on its implementation • 2012-2013 Site Administrators along with Department Chairs will implement the instrument used to collect and analyze data shared at Collaborative Department Meetings • 2013 Performance-based assessments and multiple measures are used to determine student progress and proficiency • 2010 Teachers will be made aware of specific Site expectations regarding highly effective instruction and use of strategies to provide access to core content standards and high academic vocabulary

Table Ten evidences the funding allocations provided to sites through general and categorical funding. This table excludes facilities maintenance dollars.

Table 10: Persistently Low Performing Schools Categorical and Unrestricted Budget

SAUSD							
Persistently Low Performing Schools - Categorical Funds (as of 4/7/10)							
	<u>Century</u>	<u>Valley</u>	<u>Santa Ana</u>	<u>Saddleback</u>	<u>Sierra</u>	<u>Willard</u>	<u>Total</u>
0000 Unrestricted	8,970,122.36	9,986,524.48	13,301,264.17	8,943,225.06	2,837,381.19	3,407,146.06	47,445,663.32
0006 NJROTC	0.00	0.00	33,900.00	15,050.00	0.00	0.00	48,950.00
0703 School & Library Imprv Blk Grant	78,048.28	79,445.29	131,044.83	111,923.07	65,357.65	68,183.62	534,002.74
0800 CAHSEE	152,280.00	160,176.00	200,643.00	119,761.70	0.00	0.00	632,860.70
0805 SAIT & Corrective Action	370,969.00	0.00	0.00	0.00	0.00	0.00	370,969.00
3010 Title I	499,765.00	522,272.00	668,648.00	369,722.00	190,515.86	276,309.00	2,527,231.86
3011 ARRA Title I	182,892.00	226,434.00	244,696.00	135,303.00	69,720.00	101,117.00	960,162.00
3200 ARRA SFSE	471,827.36	563,171.32	664,031.85	498,848.70	310,980.60	335,362.70	2,844,222.53
3310 Special Ed IDEA	0.00	164,918.00	177,160.00	230,595.00	206,316.00	155,627.00	934,616.00
3313 ARRA IDEA	164,002.75	416,819.28	387,470.94	261,718.07	177,616.61	166,053.68	1,573,681.33
6010 Before & After School Learning	0.00	0.00	0.00	0.00	41,615.88	84,409.48	126,025.36
6286 English Language Acquisition Prg	0.00	0.00	0.00	0.00	60,778.61	160,348.17	221,126.78
6287 English Language Learners Acq	0.00	0.00	92,569.75	0.00	0.00	0.00	92,569.75
6500 Special Ed	743,271.25	1,109,340.04	1,206,176.06	1,108,367.93	648,468.39	678,285.32	5,493,908.99
7090 EIA - SCE	378,134.48	403,024.86	503,980.20	305,852.85	135,204.49	188,370.31	1,914,567.19
7091 EIA - LEP	276,230.19	318,408.47	376,749.22	207,986.89	144,466.85	208,289.86	1,532,131.48
7220 Education Academy	69,120.00	0.00	0.00	0.00	0.00	0.00	69,120.00
7221 Global Business Academy	0.00	89,047.21	0.00	0.00	0.00	0.00	89,047.21
7225 E-Business Academy	74,664.94	0.00	0.00	0.00	0.00	0.00	74,664.94
7400 QEIA	3,030,260.67	0.00	0.00	0.00	1,286,862.22	1,106,855.02	5,423,977.91
8150 RMMA	86,448.44	90,693.56	86,408.72	94,873.88	72,103.60	73,342.92	503,871.12
9010 Smaller Learning Communities	162,657.26	196,458.51	246,181.33	0.00	0.00	0.00	605,297.10
9032 Puente Project II	0.00	5,600.00	0.00	5,600.00	0.00	0.00	11,200.00
9092 HSBC North America Charitable	0.00	0.00	0.00	0.00	2,032.46	0.00	2,032.46
9094 Ed Tech K-12 Voucher	0.00	0.00	82,649.00	0.00	0.00	37,892.00	120,541.00
9097 Developing Communities of Math Inquir	0.00	0.00	0.00	0.00	0.00	7,100.00	7,100.00
9113 CTE Community Collaborative	4,023.74	0.00	4,023.74	0.00	0.00	0.00	8,047.48
9999 Donations	22,894.08	26,508.71	6,147.25	19.08	32,597.76	1,937.39	90,104.27
Total	15,737,611.80	14,358,841.73	18,413,744.06	12,408,847.23	6,282,018.17	7,056,629.53	74,257,692.52
Categories							
Unrestricted	9,048,170.64	10,065,969.77	13,466,209.00	9,070,198.13	2,902,738.84	3,475,329.68	48,028,616.06
Special Ed Related	907,274.00	1,691,077.32	1,770,807.00	1,600,681.00	1,032,401.00	999,966.00	8,002,206.32
Facilities Maintenance Related	86,448.44	90,693.56	86,408.72	94,873.88	72,103.60	73,342.92	503,871.12
Prgs ending 2009-10 or One-time funds	634,484.62	759,629.83	992,862.18	498,848.70	310,980.60	373,254.70	3,570,060.63
Supplemental Categorical Prgs	5,061,234.10	1,751,471.25	2,097,457.16	1,144,245.52	1,963,794.13	2,134,736.23	14,152,938.39
Total	15,737,611.80	14,358,841.73	18,413,744.06	12,408,847.23	6,282,018.17	7,056,629.53	74,257,692.52
Total (excluding Facilities Maint.)	15,651,163.36	14,268,148.17	18,327,335.34	12,313,973.35	6,209,914.57	6,983,286.61	73,753,821.40

vi. **Align Proposed SIG Activities with Current DAIT Process**

In May of 2008, the SAUSD was identified as a DAIT district. As an identified DAIT district, SAUSD was charged with the task of creating a plan to identify the needs of the district in order to improve student achievement and establish a target population to focus resources for the purposes of restructuring their instructional programs.

The district began the identification process by completing and analyzing the

- District Assessment Survey (DAS)
- Least Restrictive Environment (LRE) district data sets

A data focus group with representatives from all schools conducted a “Data Day” in June 2008. Each school was assigned one of three site level survey tools:

- The Academic Program Survey (APS)
- The English Learner School Level Tool Kit
- The Key Considerations for Students with Disability Survey

Based on this process, two target student populations were identified as the focus of the DAIT restructuring:

- English learner students
- Students with disabilities

Once the target population was identified, three DAIT focus areas were identified to meet the needs of students with disabilities as well as the needs of English learners. These three DAIT goals are:

1. Define a K-12 program
2. Identify every student by name and correctly place each student in a strong ELD, Reading/Language Arts, and mathematics program.
3. Assess, implement, and monitor professional development focused on foundational knowledge, instructional delivery, and high expectations.

An LEA addendum, elaborating and outlining the implementation of the plan, process and procedures for meeting the three DAIT goals was created. The following is a summary of the highlights of the LEA addendum in reference to these three goals and the alignment of these procedures with the proposed SIG activities:

1. *Define a K-12 ELD program:* SAUSD English learners (ELs) are students with unique needs. Therefore, we need to develop an explicit EL centered instructional model, and place all students appropriately (K-12). SAUSD will provide a defined K-12 ELD program as a “lens” to focus all instruction.

As addressed in section ii, SAUSD will provide administrative support, professional development and teacher coaching support to fully implement state approved ELA/ELD and math intervention courses. In addition, a placement criterion has been developed by the English Learner Department and English Learner Department (ELD) Chairpersons to ensure that students are placed appropriately. The placement lists are available to schools on DataDirector, the district's assessment and management system. One of the other findings of the DAIT process was incorrect placement into ELA/ELD program five at the high school: ELA Intensive Intervention for English Learners. This will be addressed through the Assistant Principal of Student Services, as well as the ELD Chair.

2. *Identify every student by name and correctly place each student in strong ELD, Reading/Language Arts, and mathematics programs:* Special Education and English learner students consistently score at the lowest levels of proficiency on the California Standards Test (CST) even after six years in the district. Therefore, we must identify these students at every site by name, grade, program, years in district, and current support programs available to them.

SAUSD will provide a comprehensive assessment/data collection plan to re-channel resources and structures (programs, interventions, and schedules).

Utilizing our information and assessment and management system, the district will provide each school with student placement criteria and profiles so that all students can be placed in the proper courses. The district office will also provide schools lists and profiles of students who need and are required to receive intervention and monitor the attendance and progress of these students.

Alignment of these processes with the proposed SIG activities: Together, defining a K-12 ELD program and correctly placing each student in strong ELD, reading/language arts and mathematics programs supports the findings of the needs analysis conducted for the SIG by the six sites in addressing the concerns regarding successful implementation of state-adopted, standards-aligned curriculum with for all students, but in particular, the English learner students and special needs students. This includes the SBE approved core English language arts and mathematics materials as well as the SBE approved intensive intervention materials for English language arts and mathematics.

3. *Assess, implement, and monitor professional development focused on foundational knowledge, instructional delivery, and high expectations:* SAUSD will provide a coherent, consistent instructional program for all students. We will assess, implement and monitor professional development focused on foundational knowledge, instructional delivery, and high expectations for student success.

Alignment of these processes with the proposed SIG activities: This was a universally acknowledged priority which was expressed in the input provided from all the public forums conducted and was further evidenced in the student data reviewed in the needs analysis of the SIG. Assistance with professional development to provide teachers with effective, research-based instructional strategies to meet the needs of the English learner students and special education students came up numerous times in the summaries of discussions at the public forums. The professional development, data driven instruction and effective instructional strategies outlined in the LEA addendum parallel the requirements of the Transformation model selected by the sites as the intervention model.

Alignment with the Transformation model: All three of these processes from the LEA addendum align with the following components of the Transformation model:

- Use data to identify and implement a new instructional program (IP)
- Promote the continuous use of student data (SD)
- Provide staff ongoing job-embedded professional development (PD)

It is clear that the goals, programs and processes which are in place through the DAIT process will not only align with the proposed activities of the SIG intervention model, they will enhance, complement and strengthen the educational reform of the Transformation model chosen to address the needs of the six PLAS sites.

vii. Modify LEA Practices or Policies

There are, admittedly, obstacles that hinder progress. However, the district has accepted these as challenges to be overcome. By addressing the following areas beginning with these six PLAS schools, the hope is to build capacity district-wide:

- Revising the teacher and principal evaluation to reflect multiple measures, including student achievement data.
- Implementing programs and structures to enhance discipline and safety.
- Extending the professional day for staff.
- Enforcing the transfers of staff not willing or interested to participate in the transformation or who do not have the experience or ability to improve student achievement.
- Supporting facility maintenance and improvement.
- Providing site flexibility in spending for categorical funds.
- Facilitating a career ladder program to build capacity of leaders who are able to transform schools.

The district is working with the negotiating team to address the evaluation process. Currently, it requires that only three, plus two strands of standard six of the California Standards for the Teaching Profession (CSTPs), be addressed. The district's goal is to evaluate staff on all six CSTPs. An agreement with SAEA is near completion (based on contract stipulation 11.9.2).

As addressed in section i of the needs analysis, student discipline and safety is a major concern for all stakeholders. The district developed a K-12 discipline committee in collaboration with SAEA to meet weekly to create a district-wide progressive discipline policy and plan.

All staff and administration at the six schools are participating in the Safe and Civil Schools Initiative. These trainings occur at their sites during staff meetings throughout the school year. In coordination with both bargaining teams, the school police chief, officers in the field, and the Director of Risk Management, a monthly meeting is held to ensure that school safety issues are addressed before issues arise and the plan to monitor safety is maintained.

Teams from the six schools are participating in the Positive Behavior Intervention and Support (PBIS) through the Orange County Department of Education. This institute provides staff a tool to analyze their behavior procedures in the classroom and develop routines and structure that can be instituted school-wide. Police sub-stations will be added to all four high schools, which will extend the school's police services and provide more on-campus visibility. In addition, over the next five years, SAUSD will adjust the structure of safety officer positions.

The district is currently working with the union on an agreement to provide remuneration for the extension of the professional day required in the transformation model. At present, the district has planned to provide an hourly rate based upon Factor A of the collective bargaining agreement. This is an issue which continues to be addressed with the bargaining team. The teacher contract calls for a high hourly pay structure. This would severely limit the hours to be provided, and is simply not fiscally feasible. This may impact the number of teachers requesting a transfer. If this does occur, it is a scenario which the district is prepared to handle. In addition, the district will provide alternate opportunities to extend the school day through the 21st Century Grant: ThinkTogether.

The district contract currently states in 11.9.2 "District-initiated transfers caused by curricular modifications and/or other educationally-related needs of the District and/or affected schools may be recommended at any time. Such transfers shall not be arbitrary or capricious." The district is working to transfer employees who choose not to work at the six transformation schools for the 2010-11 school year. Voluntary transfers will be highly encouraged by site principals defining expectations.

SAUSD believes that parents are a crucial component to student achievement. In the last decade, the district has offered a series of trainings and programs designed to support parent involvement in the schools. Parents have participated in leadership development programs designed to enhance parents' skills in being effective advocates for their children and participate actively in advisory committees, volunteering and in decision making capacity. Topics of these programs have included:

- Family Reading
- Family Math
- Effective Discipline
- Effective Communication Skills
- Conflict Resolution
- Computer Literacy
- Home Finances
- Information on College Opportunities and Requirements

- Financial Aid for Students

Immigrant parents have received information about the School System in the United States, the structure of the Santa Ana Unified School District, child development at various stages, introduction to classroom structure and organization, introduction to content standards, and strategies to support Elementary, Intermediate and High School students at home.

For the last fifteen years the District has offered an Annual Parent Conference and community fair. Transportation, lunch and child care are available at no cost to participants. Average yearly attendance at this Parent Conference has been over 1000 parents. Workshops at these conferences included information and training on:

- Nutrition
- Self-Esteem
- Discipline
- Drugs, Alcohol and Tobacco Awareness and Prevention
- College Preparation
- Safety and Violence
- Conflict Resolution and Mediation

Padres Promotores de la Educación is a group of highly trained parents who actively link parents to school services and deliver information on higher education opportunities to the community through non-traditional methods such as home visits, existing neighborhood associations, and informal educational dialogues. To provide strong, consistent parent involvement opportunities that go beyond state and federal mandates, the district is currently in the process of developing a leadership activities blueprint to ensure that parents and members of the community have the opportunity to assist and support the educational process of all students. Joyce Epstein's Framework of the Types of Involvement will be used as a guide to develop a more comprehensive Parent Involvement Plan. Goals and objectives will be identified under five strands to build capacity for involvement and improve student academic achievement of elementary, intermediate and high school students.

In September and October, the District Action Team will recruit staff and create a pool of qualified instructors to facilitate and provide parent trainings. District teachers, instructional assistants, community workers and outreach consultants will be invited to an informational meeting. Qualified staff will be paid an hourly wage or factor to provide parent instruction. In addition, an MOU will be developed with Santa Ana College School of Continuing Education to provide parenting education at no cost to the district. Selected staff will be trained to facilitate parent trainings at the different school sites on

an as needed basis. The following steps will be taken to assure the success and implementation of these activities:

- Create a District Action Team for development of a district level Parent Involvement Plan.
- Identify goals and objectives.
- Develop a one/multi-year district level Parent Involvement Action Plan.
- Identify and train staff, parents, and community agencies to help conduct activities.
- Distribute schedule of activities and resources to all schools.
- Evaluate implementation through assessments and data collection.
- Conduct an annual celebration and report outcome to all participants.

Facilities upkeep and structure has been an obstacle for these six schools, as evidenced by the input from public forums conducted through the process of the needs analysis. The district will allocate categorical funds for a Manager of Business Operations to address these issues. In addition, the Assistant Superintendent of Facilities will conduct an evaluation of each site and work directly with the new business operations manager to ensure a clean, safe, and controlled facility.

As the district transitions to a planned maintenance system, the ability to continue to adequately maintain our schools will be possible. With the passage of Measure G, a \$200 million general obligation bond, we have been able to plan modernization, and in the case of Saddleback High School, Santa Ana High School, and Sierra Intermediate School *start* modernization, at each of the schools identified. Utilizing State School Facility Program funds expected for Santa Ana and Century High Schools this summer, significant improvements will be undertaken at these sites. Local district funds will be utilized to address any classroom deficiency affecting instruction until we receive additional eligible funding from the State.

Budget constraints have been a major concern of our site administrators at these six schools. The district made a decision to allocate central funds to pay for all direct services to students and parents that are related to the transformation of the school. The SIG funding will be utilized to pay for the coordination of programs, incentives for staff for extending the professional day and improving achievement.

The school administrators have the opportunity to meet with the Associate Superintendent of Business Services weekly at the district restructuring team meetings to address the standing agenda item of budget constraints. To support the successful implementation of the transformation model at these six sites, a rather bold and creative decision was made: Rather than utilizing the budget available to find out where funds are necessary, the Cabinet, along with the Director of Transformation and the site

administrators of these six schools will identify the need and ensure that money is allocated for these purposes. This change in thinking is partly due to the new Associate Superintendent of Business Services, recruited to SAUSD based on his experience with urban district renewal and transformation.

SAUSD requires a career ladder program to build capacity of leadership. As in many urban, high-poverty, high English learner school districts, the demand for principals in Santa Ana within the next five years will be dramatic. The district estimates that it will need to recruit approximately 30-40 principals. Fifty percent of all K-12 administrators could be leaving their current administrator role by the 2012-2013 school year. In the high schools alone, 7 of 8 high school principals are near retirement age.

One of the ongoing concerns in the district is the ability to ensure that there is a pool of strong leaders ready to take on the principal role, particularly at schools requiring transformation. Santa Ana's Residency for Aspiring Principals (RAP) program will identify, develop and support exceptional people to become exceptional instructional leaders with the knowledge, skills, and commitment to be successful in urban settings. The RAP curriculum will be structured around Pivot's three-fold Theory of Action, and will utilize the findings summarized in McRel's *"School Leadership that Works: From Research to Results."* Key content areas for the training will include:

- 1) Learning and using best practices in fieldwork assignments.
- 2) Using data-based cycles of inquiry with school staff.
- 3) Building Professional Learning Communities (PLCs) with staff as a forum for work on continuous improvement and a vehicle for building a culture of professional accountability.
- 4) Implementing performance-based supervision which confronts institutional mediocrity.

Current administrators have reported that they did not really learn the role of principal as an instructional leader until they were on the job. Therefore, there is a heavy emphasis in the RAP program on providing candidates with practical, on-the-job experiences four days a week. The RAP training curriculum focuses on understanding case studies, conducting classroom visits, building coaching and conferencing skills, shadowing, and studying artifacts drawn from Pivot's research studies of high-performing, high-poverty schools around the state. Ten Master Principals will be carefully selected in the first and second year for Residents to shadow.

viii. Sustain the reforms after the funding period ends

The SIG funding will allow these schools the much-needed funds to shore up current gaps (addressed in sections i, ii, iii, v, and vi) created by the extreme budget cuts over the past five years. The grant will reinvigorate the district, Board of Education, and associations to look for new and innovative ways to support teachers, structure schools, create a staff and administrator compact and improve achievement. This includes the opportunity for monetary incentives based upon improved student achievement as outlined in the Transformation intervention model.

The district's new funding allocations support direct services to students and parents at these six sites, including additional teaching staff and support services such as:

- Parent resource center
- Outreach consultant
- Community worker
- Police sub-stations at all high schools
- Committees for safety, discipline, and advisory panels

This restructuring evidences SAUSD's commitment and ability to sustain the reforms after the funding ends.

The continued efforts to change policy and practice, which began in May 2010 (as soon as the SIG details emerged), is representative of the community-wide commitment to support the transformation at Sierra and Willard Intermediates, Century, Saddleback, Santa Ana and Valley High schools. In addition to surveying thousands of stakeholders through our 2010 parent, student, staff, and administrator surveys, there were over 30 public forum meetings held at the six schools, with 605 staff members, 487 students, and 880 parents and community members participating.

We cannot and will not let the opportunity for comprehensive reform fall by the wayside. The Central Categorical and General Fund Budget and the resources dedicated to Leadership and staffing, Curriculum, instruction and professional development, an Assessment System, and improving the culture, environment and communication outlined in the tenants of the Transformation model ensure long-term sustainability at these sites.

SAUSD intends to implement a waiver to extend the funds through September 30, 2013. As described in sections iii and v, SAUSD has a comprehensive plan for resources to implement the Transformation model. These funds and plan will support the extension and activities of this model through September 30, 2013.

ix. Annual Goals for Student Achievement

Through the Secondary Partnership Area Teams, each of the six schools have agreed to a series of “non-negotiables” and goals to increase student achievement. Below are the goals that all district staff, school administrators, and representatives from Orange County Department of Education, University of California at Irvine, Santa Ana College, and Pivot Learning Partners have agreed to:

1. All Algebra I students will raise their CST scaled score by 10 points from the previous year’s math course. 70% of the Algebra I students will earn a letter grade of C or better.
2. All students will increase the number of correct answers on the ELA CST by an additional ten responses from the previous year. 70% of enrolled students will achieve a minimum of a letter grade of C or better in English-Language Arts.
3. High schools will increase graduation rate through decreasing the number of students who are credit deficient by 5% each year.
4. Intermediate proficient English learner students will improve their language proficiency by one proficiency level each year.
5. Percentage of students at far below basic, below basic and basic performance levels will decrease by 10% each year in English-Language arts and mathematics.

Additionally, students will improve the number correct from local assessment one to the last assessment (e.g., pre/post assessment) in all courses.

As noted in section v and the Implementation Charts, SAUSD developed a monitoring plan, timeline and personnel responsible for oversight to ensure annual goals for student achievement are met.

In an effort to support student achievement at these secondary schools, the following activities will be enacted to monitor the annual goals:

(1) *Development and maintenance of teacher leadership teams by:*

- Site administrators
- Pivot Teacher Coaches
- Director of Transformation
- District Restructuring Team

(2) Creation of reports to monitor progress towards stated goals. The district will create and disseminate data reports specific to the stated goals. These reports will include:

- Grades:
 - Number and percentage of students earning a C or better in Algebra I.
 - Number and percentage of students earning a C or better in English language arts.
- Graduation rates:
 - Two years' comparison of graduation rates to evidence reaching the goal of increasing graduation rates by 5% each year.
- CST scores:
 - Two years' comparison of scores to evidence reaching the goal of all students at the intermediate level improving their language proficiency by a level each year.
 - Two years' comparison of ELA and math CST scores to evidence reaching the goal of decreasing the percentage of students scoring at the basic, below basic and far below basic level by 10% each year.

(3) Facilitation of data chats and instructional reform with all staff members. This will be monitored through completed reports and minutes of data chats, as well as teacher lesson plans. Instruction based on the data will also be monitored through walk-through, student performance on common assessments, and credit recovery for students.

x. Serving Tier III Schools

While this is currently not an applicable element for the purposes of this report, SAUSD looks forward to the opportunity to apply for SIG funding for elementary and the remaining district intermediate schools that are on the Tier III list. A majority of these schools are feeder schools to the six transformation schools and will benefit from the resources and services to improve student learning facilitated through the implementation of the Transformation model.

xi. Consultation with relevant stakeholders

SAUSD and the six identified PLAS schools understand the need for stakeholder input in their quest to transform these schools. Cognizant that this process cannot be done in isolation, both the district and site administrators crafted a plan to consult with relevant stakeholders through a variety of scheduled meetings. Although the timeline was short, it was critical to gather feedback from these significant groups of people who are an integral part of the Santa Ana community.

Stakeholder groups who were consulted in the public forums, along with the dates when these meetings were convened are listed in Table 11. The attendance sheets for each of these meetings are in the appendix.

Table 11: Accounting of SIG Public Forum Meetings

Sierra			Willard		
Date	Stakeholders	# Present	Date	Stakeholders	# Present
4/19	Students	51	4/19	Parents	182
4/20	Staff	34	4/19	Students	29
4/21 a.m.	Parents	200	4/20	Staff	33
4/21 p.m.	Parents	13	4/20	Parents	182
			4/22	Students	29

Century			Santa Ana		
Date	Stakeholders	# Present	Date	Stakeholders	# Present
4/12	Staff	114	4/12	Staff	118
4/19	Staff	114	4/14	SSC	6
4/21	Students	58	4/20	Staff	100
4/21	Parents	114	4/21	Staff	100
			4/21	Students	45
			4/21	Parents	75
			4/22	Staff	100
			5/3	Staff	44
			5/10	Dept. Chairs	18
			5/12	SSC	10

Table 11: Accounting of SIG Public Forum Meetings

Saddleback			Valley		
Date	Stakeholders	# Present	Date	Stakeholders	# Present
4/16	Staff	132	4/14	SSC	14
4/19	Staff	41	4/14	ELAC	23
4/20	Students	81	4/19	Staff	107
4/21	Students	81	4/21	ILT	12
4/21	Staff	37	4/22	Parents	92
4/21	ELAC	55	4/23	Students	223
4/21	Parents	54	5/1	Community	133
4/22	Staff	39	5/6	ILT	15
4/22	Staff	182	5/10	ILT	13
4/28	ILT	16	5/13	ILT	18
4/28	SSC	6	5/20	ILT	14
5/3	Dept. Chairs	15			
5/10	Staff	84			
5/17	Staff	72			
5/24	Staff	79			

Teachers' Association/District Meetings: April 23, 30 & May 6, 14 & 21

District Board of Education Meetings: April 13, 27 & May 11, 25

DAC/DELAC Meetings: April 19, 2010 and May 24, 2010

(The agendas of these meetings, notes, and attendance sheets are included in the Appendix of this document).

Results from all of the stakeholder meetings indicated support of the Transformation Model over the other three models. The parent groups of all six schools were decidedly against the Restart or Turnaround models. Although some voiced that they were disillusioned with the school in general, they didn't feel that the school should select the Turnaround Model or be reopened as a charter school.

Overwhelmingly, staff members at five of the sites: Sierra, Willard, Saddleback, Santa Ana, and Valley felt that the Transformation Model was the best model for their school. At Century, there were some voices among the staff who expressed support for the restart model. However, when considering the voices of all the stakeholders at all of the six sites: Parents, students and staff, the Transformation Model generated the most positive feedback of any of the intervention models.

The Santa Ana Unified School District firmly believes that the selection of the Transformation model is the very best choice for all six PLAS sites. It provides the blueprint on which to build the educational reform needed to address the deficits in

achievement evidenced in the data analysis and confirmed in the input gathered at the thirty public forums conducted in the extensive needs analysis which concluded in the selection of this model of reform. The essential components of the Transformation Model which address these needs include:

- The extension of the professional day
- The increase and improvement in providing direct services to students and parents
- The enhanced instruction to meet students' needs and improve achievement

These are the components which will provide the catalyst to promote the positive change needed to bridge the current achievement gap. SAUSD is committed to the sustaining and maintaining these reforms long after the SIG expires.

SIG Form 4a–LEA Projected Budget**LEA Projected Budget**

Fiscal Year 2010–11

Name of LEA: Santa Ana Unified School District	
County/District (CD) Code: 3066670	
County: Orange	
LEA Contact: Dr. Cathie Olsky	Telephone Number: 714-558-5850
E-Mail: cathie.olsky@sausd.us	Fax Number: 714-558-5773
SACS Resource Code: 3180 Revenue Object: 8920	

Object Code	Description of Line Item	SIG Funds Budgeted		
		FY 2010–11	FY 2011–12	FY 2012–13
1000– 1999	Certificated Personnel Salaries (20,000 x 6 schools x 3 yrs.)	120,000.	120,000.	120,000.
2000– 2999	Classified Personnel Salaries			
3000– 3999	Employee Benefits (5,000 x 6 schools x 3 yrs.)	30,000.	30,000.	30,000.
4000– 4999	Books and Supplies			
5000– 5999	Services and Other Operating Expenditures			
6000– 6999	Capital Outlay			
7310 & 7350	Indirect Costs	4,725.	4,725.	4,725.
Total Amount Budgeted		154,725.	154,725.	154,725.
Grand Total (3-Year)		464,175.		

SIG Form 4b–School Projected Budget**School Projected Budget**

Name of School: Sierra Intermediate School	
County/District/School (CDS) Code: 30666706030415	
LEA: Santa Ana Unified School District	
LEA Contact: Cathie Olsky	Telephone Number: 714-558-5523
E-Mail: cathie.olsky@sausd.us	Fax Number: 714-558-5694
SACS Resource Code: 3180 Revenue Object: 8920	

Object Code	Description of Line Item	SIG Funds Budgeted		
		FY 2010–11	FY 2011–12	FY 2012–13
1000–	Certificated Personnel Salaries	1,253,532.	1,200,752.	1,200,752.
1999				
2000–	Classified Personnel Salaries			
2999				
3000–	Employee Benefits	207,460.	197,200.	197,200.
3999				
4000–	Books and Supplies	183,459.	308,500.	308,500.
4999				
5000–	Services and Other Operating Expenditures	110,000.	110,000.	110,000.
5999				
6000–	Capital Outlay			
6999				
7370 & 7380	Transfers of Direct Support Costs	57,063.	57,063.	57,063.
Total Amount Budgeted		1,811,515.	1,811,515.	1,811,515.
Grand Total (3-Year)		5,434,545		

SIG Form 4b–School Projected Budget**School Projected Budget**

Name of School: Willard Intermediate School	
County/District/School (CDS) Code: 30666706061758	
LEA: Santa Ana Unified School District	
LEA Contact: Cathie Olsky	Telephone Number: 714-558-5523
E-Mail: cathie.olsky@sausd.us	Fax Number: 714-558-5694
SACS Resource Code: 3180 Revenue Object: 8920	

Object Code	Description of Line Item	SIG Funds Budgeted		
		FY 2010–11	FY 2011–12	FY 2012–13
1000– 1999	Certificated Personnel Salaries	1,200,752.	1,200,752.	1,200,752.
2000– 2999	Classified Personnel Salaries	48,000.	48,000.	48,000.
3000– 3999	Employee Benefits	197,200.	197,200.	197,200.
4000– 4999	Books and Supplies	308,500.	308,500.	308,500.
5000– 5999	Services and Other Operating Expenditures			
6000– 6999	Capital Outlay			
7370 & 7380	Transfers of Direct Support Costs	57,063.	57,063.	57,063.
Total Amount Budgeted		1,811,515.	1,811,515.	1,811,515.
Grand Total (3-Year)		5,434,545		

SIG Form 4b–School Projected Budget**School Projected Budget**

Name of School: Century High School	
County/District/School (CDS) Code: 30666703036456	
LEA: Santa Ana Unified School District	
LEA Contact: Cathie Olsky	Telephone Number: 714-558-5523
E-Mail: cathie.olsky@sausd.us	Fax Number: 714-558-5694
SACS Resource Code: 3180 Revenue Object: 8920	

Object Code	Description of Line Item	SIG Funds Budgeted		
		FY 2010–11	FY 2011–12	FY 2012–13
1000– 1999	Certificated Personnel Salaries	1,264,700.	1,264,700.	1,264,700.
2000– 2999	Classified Personnel Salaries			
3000– 3999	Employee Benefits	197,300.	197,300.	197,300.
4000– 4999	Books and Supplies	320,000.	320,000.	320,000.
5000– 5999	Services and Other Operating Expenditures	130,000.	130,000.	130,000.
6000– 6999	Capital Outlay			
7370 & 7380	Transfers of Direct Support Costs	60,228.	60,228.	60,228.
Total Annual Amount Budgeted		1,972,228.	1,972,228.	1,972,228.
Grand Total (3-Year)		5,916,684.		

SIG Form 4b–School Projected Budget**School Projected Budget**

Name of School: Santa Ana High School	
County/District/School (CDS) Code: 3066670306357	
LEA: Santa Ana Unified School District	
LEA Contact: Cathie Olsky	Telephone Number: 714-558-5523
E-Mail: cathie.olsky@sausd.us	Fax Number: 714-558-5694
SACS Resource Code: 3180 Revenue Object: 8920	

Object Code	Description of Line Item	SIG Funds Budgeted		
		FY 2010–11	FY 2011–12	FY 2012–13
1000– 1999	Certificated Personnel Salaries	1,224,975.	1,224,975.	1,224,975.
2000– 2999	Classified Personnel Salaries	89,250.	89,250.	89,250.
3000– 3999	Employee Benefits	231,925.	231,925.	231,925.
4000– 4999	Books and Supplies	255,850.	255,850.	255,850.
5000– 5999	Services and Other Operating Expenditures	110,000.	110,000.	110,000.
6000– 6999	Capital Outlay			
7370 & 7380	Transfers of Direct Support Costs	60,228.	60,228.	60,228.
Total Amount Budgeted		1,972,228.	1,972,228.	1,972,228.
Grand Total (3-Year)		5,916,684.		

SIG Form 4b–School Projected Budget**School Projected Budget**

Name of School: Saddleback High School	
County/District/School (CDS) Code: 30666706030415	
LEA: Santa Ana Unified School District	
LEA Contact: Cathie Olsky	Telephone Number: 714-558-5523
E-Mail: cathie.olsky@sausd.us	Fax Number: 714-558-5694
SACS Resource Code: 3180 Revenue Object: 8920	

Object Code	Description of Line Item	SIG Funds Budgeted		
		FY 2010–11	FY 2011–12	FY 2012–13
1000– 1999	Certificated Personnel Salaries	1,305,250.	1,305,250.	1,305,250.
2000– 2999	Classified Personnel Salaries			
3000– 3999	Employee Benefits	230,250.	230,250.	230,250.
4000– 4999	Books and Supplies	266,500.	266,500.	266,500.
5000– 5999	Services and Other Operating Expenditures	110,000.	110,000.	110,000.
6000– 6999	Capital Outlay			
7370 & 7380	Transfers of Direct Support Costs	60,228.	60,228.	60,228.
Total Amount Budgeted		1,972,228.	1,972,228.	1,972,228.
Grand Total (3-Year)		5,916,684.		

SIG Form 4b–School Projected Budget**School Projected Budget**

Name of School: Valley High School	
County/District/School (CDS) Code: 30666706030415	
LEA: Santa Ana Unified School District	
LEA Contact: Cathie Olsky	Telephone Number: 714-558-5523
E-Mail: cathie.olsky@sausd.us	Fax Number: 714-558-5694
SACS Resource Code: 3180 Revenue Object: 8920	

Object Code	Description of Line Item	SIG Funds Budgeted		
		FY 2010–11	FY 2011–12	FY 2012–13
1000– 1999	Certificated Personnel Salaries	1,322,250.	1,322,250.	1,322,250.
2000– 2999	Classified Personnel Salaries			
3000– 3999	Employee Benefits	233,250.	233,250.	233,250.
4000– 4999	Books and Supplies	246,500.	246,500.	246,500.
5000– 5999	Services and Other Operating Expenditures	110,000.	110,000.	110,000.
6000– 6999	Capital Outlay			
7370 & 7380	Transfers of Direct Support Costs	60,228.	60,228.	60,228.
Total Amount Budgeted		1,972,228.	1,912,000.	1,972,228.
Grand Total (3-Year)		5,916,684.		

SIG Form 5b–School Budget Narrative

School Budget Narrative

Provide sufficient detail to justify the school budget. The school budget narrative page(s) must provide sufficient information to describe activities and costs associated with each object code. Include budget items that reflect the actual cost of implementing the selected intervention models and other activities described for each participating school. Please duplicate this form as needed.

School Name: Sierra Intermediate School

Activity Description (See instructions)	Subtotal (For each activity)	Object Code
Director of Transformation <ul style="list-style-type: none">District Office Administrator Director of Transformation will be hired to provide ongoing technical assistance and support to Persistently Lowest Achieving Schools (1/6 of total salary [150,000 per year for 3 yrs.] shared by 6 sites P.L.A.S. sites) (reflected in LEA budget only)	Reflected in LEA budget	1300
Manager of Operations <ul style="list-style-type: none">Report directly to principalOversee all non-instructional managerial and operational duties which will allow Learning Director and Principal to focus on Instructional LeadershipOversee all classified staff, facilities, budgets, plant usageOperational/physical plant complianceOversee comprehensive school safety plan and site security officersCoordinate all facilities use for Visual and Performing Arts events and community activities 130,000 x 3 yrs.	382,500	1300
Benefits 22,500 x 3 yrs.	67,500	3000
Transformational Instructional Leadership Team (TILT) <ul style="list-style-type: none">School Improvement Grant		

Activity Description (See instructions)	Subtotal (For each activity)	Object Code
<p>Compacts/Site</p> <ul style="list-style-type: none"> Plans will be developed by a site based Transformation Instructional Leadership Team (TILT) to address the needs of the students and requirements of the grant. The TILT shall have eight (8) members that are elected by the unit members from each PLAS site. The eight (8) members shall be selected from: <p>One (1) from the English Department One (1) from the Mathematics Department One (1) from the Science Department One (1) from the Social Studies Department One (1) from the Special Education Department Three (3) selected as “at-large” members 50,000 x 3 yrs.</p>	127,500	1300
Benefits 7,500 x 3 yrs.	22,500	3000
<p>Visual and Performing Arts Coordinator</p> <ul style="list-style-type: none"> Works under Principal to coordinate the branding, Community partnerships Design, market and implement a VAPA site plan Establish a VAPA Advisory Board from district and community resources Ensure students are surveyed and placed in appropriate electives and a-g requirements to pursue VAPA major focus Work with Higher Education coordinator Coordinate workshops, assemblies, fieldtrips for VAPA students Frequent and ongoing communication with community, parents, staff and students <p>Salary 100,000 x 3 yrs.</p>	306,000	1900
Benefits 18,000 x 3 yrs.	54,000	3000
VAPA Marketing and Community		

Activity Description (See instructions)	Subtotal (For each activity)	Object Code
Communication <ul style="list-style-type: none"> Marketing and communication budget for VAPA Parent Involvement 5,000 x 3 yrs.	15,000	4300
VAPA Advisory Board <ul style="list-style-type: none"> Recruit from district and community resources Use as a resource for the VAPA Coordinator Coordinate events for VAPA students and programs Partnership with organizations that promote the arts Meet monthly to update and discuss marketing, resources etc. 2,000 x 3 yrs.	6,000	4200 4300
Supplies and Equipment <ul style="list-style-type: none"> Add visual and performing arts equipment and technology to the site for use in the productions, exhibits to increase visibility and community awareness of the VAPA program 113,126 x 3 yrs.	339,378	4300
Teacher On Special Assignment: Mathematics <ul style="list-style-type: none"> Coach teachers to implement professional development received, deliver demonstration lessons, and plan with subject and grade alike teams Coordinate data analysis/data dialogues Assist in extending school day for student Support data analysis, create reports for data dialogues to drive instruction Coordinate district assessments Oversee student information system maintain records of program implementation 100,000 x 3 yrs.	306,000	1900

Activity Description (See instructions)	Subtotal (For each activity)	Object Code
Benefits 15,000 x 3 yrs.	45,000	3000
Teacher Incentives: Recruit and Retain Staff <ul style="list-style-type: none"> SIG stipend of \$1,000 as a tool to recruit and retain effective teachers <p>50,000 x 3 yrs.</p>	150,000	1100
Teacher Incentives: Student Achievement <ul style="list-style-type: none"> SIG incentive of \$1000 based on student achievement growth, as decided by site Transformation Instructional Leadership Team (TILT) and subject to ongoing negotiations with teachers' association <p>50,000 x 3 yrs.</p>	150,000	1100
Benefits 7,355 x 2 x 3 yrs.	41,130	3000
Vertical alignment of instructional program to CA academic content standards (English Language Arts, mathematics) Data analysis of core and intensive intervention programs <ul style="list-style-type: none"> Promote the continuous use of student data to inform and differentiate instruction in order to meet the academic needs of students through monthly data chats/data analysis Collaboration to review student data and determine intervention implementation Subject and grade alike collaborative planning Mandatory professional development Substitutes Release days: 20 days per teacher, 2010-2011, 20 days-2011-2012, 20 days-2012-2013 <p>170,449 x 3 yrs.</p>	511,348	1100
Benefits 30,000 x 3 yrs.	90,000	3000

Activity Description (See instructions)	Subtotal (For each activity)	Object Code
Teacher Training specific to Classroom Management, Behavior, Community Connection <ul style="list-style-type: none"> • Provide Safe and Civil School training for staff, students and parents to initiate a positive and safe student reward system. Research findings indicating that successful student academic performance depends to a significant degree on their social and emotional skills, their abilities to pursue their educations with a sense of purpose and the presence of safe, civil, supportive and respectful learning communities. These conditions are referred to collectively as social and emotional learning (SEL). • TILT team and staff will assess the existence and degree of coordination of SEL and related programs, services and activities in school. <p style="text-align: right;">70,000 x 3 yrs.</p>	<p style="text-align: right;">178,500</p>	<p style="text-align: right;">1100</p>
<p style="text-align: right;">Benefits 10,500 x 3 yrs.</p>	<p style="text-align: right;">31,500</p>	<p style="text-align: right;">3000</p>
Staff Development Consultants <ul style="list-style-type: none"> • Additional Professional Development to be determined by TILT contingent upon site needs and parent staff student input on Needs Assessment. Professional Development options that are not provide by the district may be considered and approved by the TILT and contracted with independent consultants <p style="text-align: right;">50,000 x 3 years</p>	<p style="text-align: right;">150,000</p>	<p style="text-align: right;">5800</p>
Staff Development: Project GLAD & Thinking Maps <ul style="list-style-type: none"> • Project GLAD initial Summer Institutes for teachers of the Core (Language Arts, Math, Science and Social Studies) that consist of 5 days of training during the first year of implementation. Provide 3 		

Activity Description (See instructions)	Subtotal (For each activity)	Object Code
days of Project GLAD Refresher Training for 6-8 teachers during year two. • Teacher will be trained to use Thinking Maps to provide scaffolding for English learners and to support critical thinking, literacy, and writing in the content areas. 5,000 x 3 yrs.	135,000	1100
10,000 for manuals and materials x 1 yr.	10,000	4300
Staff Development: Teacher Leadership Development • Provided by Educational Partner, Pivot Learning Systems • Site will assign eight teachers from TILT (Transformational Instructional Leadership Team) to a cohort for 24 hours of staff development emphasizing leadership styles, developing relationships, conflict resolution, and communication • Key team for school transformation plan 35,000 x 1 yr. 10,000 x 2 yrs.	48,250	1100
Benefits 8,250 over 2 yrs.	8,250	3000
Staff Development: ELA Intensive Intervention • Provide additional training for teachers on ELA Intensive Intervention curriculum and understanding the academic needs for differentiated instruction for English Learner Students and students at-risk 20,000 x 3 yrs.	51,000	1100
Benefits 3,000 x 3 yrs.	9,000	3000
Extended Learning Time • Students identified as Basic, Below Basic or Far Below Basic on CST Algebra and English Language Arts will be mandated to extend their learning time before or after normal school hours. Teachers will be appointed to		

Activity Description (See instructions)	Subtotal (For each activity)	Object Code
teach extended learning time beginning mid-September thorough April averaging 4 days per week 150,000 x 3 yrs.	382,500	1100
Benefits 22,500 x 3 yrs.	67,500	3000
Extended Learning time At Risk <ul style="list-style-type: none"> for at-risk students before or after the regular school day, including Saturday School 140,000 x 3 yrs.	357,000	1100
Benefits 21,000 x 3 yrs.	63,000	3000
Extended Learning Time - VAPA <ul style="list-style-type: none"> Teachers given stipend for extended learning opportunities for VAPA students in selected genre study classes Recruit outside (community) instructors to implement programs not occurring in master schedule at the site 100,000 x 1 yr. 200,000 x 2 yrs.	425,000	1100
Benefits 75,000 over 2 yrs.	75,000	3000
Visual And Performing Arts (VAPA) Learning Opportunities <ul style="list-style-type: none"> Incorporate workshops, assemblies, fieldtrips into the art programs Annual VAPA exhibit Marketing of Visual And Performing Arts Programs 60,000 x 3 yrs.	180,000	5800
Outreach Consultant <ul style="list-style-type: none"> Certificated employee Oversee Community Worker Meet with parents to keep them informed of school activities, changes, answer questions, survey needs Develop home/school connection Act as liaison between parents and counselors, teachers, administrators Coordinate Parent Trainings and 		

Activity Description (See instructions)	Subtotal (For each activity)	Object Code
workshops that are research base to improve participation, communication and effectiveness <ul style="list-style-type: none"> • Coordinate areas to be addressed by school-level teams: • Share leadership for parent engagement between school staff and parents • Make explicit the expectations parents and school staff have for each other • Develop/clarify policies and practices which promote parent involvement • Ensure communication between parents and schools is two-way • Provide professional development for school staff and training opportunities for parents • Increase the quantity and quality of face-to-face connections both at school and in the community (including home visits) • Assist in publicizing school's focus on Visual and Performing Arts 83,000 x 3 yrs.	250,000	1900
Benefits 15,000 x 3 yrs.	45,000	3000
Parent Resource Center <ul style="list-style-type: none"> • Create parent room on campus with a welcoming climate for networking, education and resources • Publicize school focus on Visual and Performing Arts • Provide space for trainings and workshops 20,000 x 3 yrs	60,000	4000 4300 4400
Parent Involvement / Community Connection <ul style="list-style-type: none"> • Monthly Principal Chats to garner information and hear concerns regarding the site and student achievement 		

Activity Description (See instructions)	Subtotal (For each activity)	Object Code
<ul style="list-style-type: none"> • Monthly Parent classes i.e., Parenting, Computer and Internet access, Academic success plan, Healthy Families, Gang Awareness, etc. based upon Needs Assessment Surveys and Principal Chats • Parent Leadership training provided to involve more parents in School Site Council, ELAC, DELAC, Superintendent's Parent Cabinet and other parent groups • PBIS (Positive Behavioral Intervention and Support) Training for parents • Business / Community Leader Strategic Partnerships will be developed to hold monthly meetings at the site to create long term plan to boost student achievement • Plan with Strategic Partnership team to create year-round community activities to motivate students to achieve. Activities and events to connect school with community organizations and family outreach • Partnership with Santa Ana College and UCI to inform school community of higher education opportunities and informational items (Secondary Partnership Teams already established to focus on Student Engagement will expand to Parent Involvement) <p style="text-align: right;">10,000 x 3 yrs.</p>	30,000	4300 4400
<p>Celebrate Student Achievement</p> <ul style="list-style-type: none"> • Monthly motivational and recognition events for all students (including lowest performing students) who make slight gains • Increase parent participation in recognition events by honoring parents of students who make gains <p style="text-align: right;">30,000 x 3 yrs.</p>	90,000	4300 4400

SIG Form 5b–School Budget Narrative

School Budget Narrative

Provide sufficient detail to justify the school budget. The school budget narrative page(s) must provide sufficient information to describe activities and costs associated with each object code. Include budget items that reflect the actual cost of implementing the selected intervention models and other activities described for each participating school. Please duplicate this form as needed.

School Name: Willard Intermediate School

Activity Description (See instructions)	Subtotal (For each activity)	Object Code
Create Transformation Instructional Leadership Team (TILT) <ul style="list-style-type: none">SIG Compacts/Site Plans will be developed by a site based Transformation Instructional Leadership Team (TILT) to address the needs of the students and requirements of the grant.The TILT shall have 8 members that are elected by the unit members from the site as determined by the bargaining unit.Meet weekly for site plan implementation.Monitor and adjust plan. 50,000 x 3 yrs.	127,500	1100
Benefits 7,500 x 3 yrs.	22,500	3000
Provide Project GLAD Summer Institutes for teachers of the Core (Language Arts, Math, Science and Social Studies) <ul style="list-style-type: none">5 days of training during the first year of implementation.Training includes 2 days of an overview and 3 days of classroom demonstrations, observations and coaching.Provide 3 days of Project GLAD Refresher Training for 6-8 teachers during year two. 40,000 year 1 40,000 year 2	68,000	1100
Benefits 6,000 x 2 yrs.	12,000	3000

Activity Description (See instructions)	Subtotal (For each activity)	Object Code
Hire one FTE TOSA (teachers on special assignment). <ul style="list-style-type: none"> One for Mathematics to support and strengthen the teacher's instruction. TOSA will coach teachers, deliver demonstration lessons, and plan with subject and grade alike teams. Substitute teachers will be needed for teacher/TOSA conferences. 		
Salary 120,000 x 3 yrs. x 2 positions	360,000	1900
Benefits 18,000 x 3 yrs. x 2 positions	54,000	3000
Provide Mathematics staff development Algebra Essentials, Algebra 1 Intermediate Algebra teachers <ul style="list-style-type: none"> Provide training/workshops regarding the integration of technology standards with the SBE approved Prentice Hall text. Teachers will learn to teach/expose students to a variety of learning strategies. 		
50,000 x 3 yrs.	127,500	1100
<ul style="list-style-type: none"> Provide 7 release days (substitutes) and buy after school time by using substitute teachers to train all mathematics teachers to fully implement the CORE instructional materials, strategies and technology tools. 		
100,000 x 3 yrs.	255,000	1100
Benefits 22,500 x 3 yrs.	67,500	3000
Hire District Office Administrator (Director of Transformation) <ul style="list-style-type: none"> Provide ongoing intensive assistance and support to Persistently Low-Achieving Schools (P.L.A.S.). 	Salary reflected in LEA budget only	
Hire Manager – Operations <ul style="list-style-type: none"> Reports directly to principal. 		

Activity Description (See instructions)	Subtotal (For each activity)	Object Code
Benefits 23,250 over 3 yrs.	23,250	3000
Hire a Science, Technology, Engineering, Arts and Mathematics (STEAM) Coordinator. <ul style="list-style-type: none"> • Works under Principal to coordinate the branding, community partnerships, • Design, market and implement a STEAM site plan. • Establish a STEAM Advisory Board from district and community resources • Ensure students are surveyed and placed in appropriate electives and a-g requirements to pursue STEAM major focus. • Work with Higher Education coordinator • Coordinate workshops, assemblies, and fieldtrips for STEAM students. • Frequent and ongoing communication with community, parents, staff and students. 		
120,000 x 3 yrs.	382,500	1900
Benefits 22,500 over 3 yrs.	67,500	3000
Hire Outreach Consultant as certificated employee under Plant Operations Manager <ul style="list-style-type: none"> • Oversee Community Worker • Act as Parent advocate • Meet with parents to keep them informed of school activities, changes, answer questions, survey needs • Develop home/school connection • Act as liaison between parents and counselors, teachers, administrators • Coordinate Parent Trainings and workshops • Assist in publicizing school's focus on Science, Technology, Engineering, Arts and Mathematics (STEAM). 		
Salary 85,000 x 3 yrs.	255,000	1900
Benefits 15,000 x 3 yrs.	45,000	3000

Activity Description (See instructions)	Subtotal (For each activity)	Object Code
Hire Community Worker <ul style="list-style-type: none"> Classified employee Parent advocate Manage and maintain Parent Meeting Room Visit students homes as needed Act as liaison between parents and counselors, teachers, administrators Present Educational classes and workshops to parents <p style="text-align: right;">48,000 X 3 yrs.</p>	144,000	2900
Benefits 14,500 x 3 yrs.	43,500	3000
Establish Parent Resource Center <ul style="list-style-type: none"> Develop and set up an onsite Parent Resource Center to increase parent participation and family community engagement. Create parent room on campus with a welcoming climate for networking, education and resources. Publicize school focus on Science, Technology, Engineering, Arts and Mathematics (STEAM). Provide space for trainings and workshops Provide materials and supplies <p style="text-align: right;">10,000 x 3 yrs.</p>	30,000	4300
Provide Safe and Civil School training for staff, students and parents to initiate a positive and safe student reward system. <ul style="list-style-type: none"> TILT team and staff will assess the existence and degree of coordination of SEL and related programs, services and activities in school. Based on the assessment, teams will work with consultant to identify both short-term outcomes for the project period and long-term outcomes, including benchmarks for achievement beyond the 		

Activity Description (See instructions)	Subtotal (For each activity)	Object Code
<p>project period.</p> <ul style="list-style-type: none"> The team will develop standardized instruments for local evaluation of the school's progress toward the implementation of identified programs, services and activities and the achievement of identified outcomes. Based on the local evaluations, the team will review and revise the long-term outcomes after the project period <p>Extra Duty 30,000 x 3 yrs.</p>	90,000	1100
Materials 14,000 x 1 yr.	14,000	4300
<p>Provide high-quality professional development (subject specific)</p> <ul style="list-style-type: none"> Aligned with the comprehensive instructional program, Designed to successfully implement school reform strategies. Teachers will have an annual requirement of 20 hours that includes staff development. Additional teacher time to meet and plan with Learning Director and Department Chairs. <p>100,000 x 3 yrs.</p> <ul style="list-style-type: none"> Teachers will participate in an additional 30 hours of staff development after the school year 	255,000	1100
	156,000	1100
Benefits 81,000 over 3 yrs.	60,000	3000
<p>Thinking Maps Training</p> <ul style="list-style-type: none"> Select teachers will be trained as Trainer of Trainers (TOT) to provide Thinking Maps training and support to staff members. Thinking Maps materials will be 		

Activity Description (See instructions)	Subtotal (For each activity)	Object Code
<p>purchased.</p> <ul style="list-style-type: none"> Thinking Map Trainer of Trainers will provide Thinking Maps Training to all 6-8 content electives (English, Math, Social Science, and Science). <p>30,000 x yr. 1 74,000 x yr. 2</p>	104,000	1100
Materials 10,000 x 1 yr.	10,000	4300
<p>Provide Extended Learning Time</p> <ul style="list-style-type: none"> Students identified as Basic, Below Basic or Far Below Basic on CST Algebra and English Language Arts will be mandated to extend their learning time before or after normal school hours. Teachers will be appointed to teach extended learning time beginning mid-September thorough April averaging 4 days per week. <p>96,786 x 3 years</p>	290,357	1100
Benefits 7,500 x 3 yrs.	66,000	3000
<p>Design and implement Site STEAM Plan</p> <ul style="list-style-type: none"> Planning Time: TILT works with Director of Technology to develop and implement STEAM plan <p>25,000 x 3 years</p>	75,000	1100
<ul style="list-style-type: none"> Professional Development: All staff trained on use of new technology, instructional strategies incorporating technology <p>60,000 x 3 years</p>	180,000	1100
<ul style="list-style-type: none"> Purchasing Equipment and Supplies necessary to facilitate the successful implementation of the STEAM plan <p>Over 3 years</p>	751,499	4400
<p>Celebrate Student Achievement</p> <ul style="list-style-type: none"> Monthly motivational and recognition events for all students (including lowest 		

Activity Description (See instructions)	Subtotal (For each activity)	Object Code
performing students) who make slight gains <ul style="list-style-type: none"> Increase parent participation in recognition events by honoring parents of students who make gains 15,000 x 3 yrs.	45,000	4300
Establish a STEAM Advisory Board from district and community resources. 3,000 x 3 yrs.	7,650	1100
Benefits 450 x 3 yrs.	1,350	3000
Design, market and implement the STEAM site plan. 25,000 x 3 yrs.	75,000	4300
Provide new teacher summer institutes <ul style="list-style-type: none"> Each year provide teachers new to the school a two week summer institute to make sure they are trained in the following District research approved instructional strategies that work with English Learners: GLAD, Thinking Maps, Frontloading, Equity, Risk Management and Technology. 25,000 X yrs. 1 & 2	42,500	1100
Benefits 3,750 x 2 yrs.	7,500	3000
Establish “Achievement Incentives” to be shared amongst teachers and staff <ul style="list-style-type: none"> SIG stipend of \$1,000 as a tool to recruit and retain effective teacher SIG incentive of \$1,000 based on student achievement growth, as decided by site Transformational Instructional Leadership Team (TILT) and subject to ongoing negotiations with teachers’ association 104,000 x 3 yrs.	312,000	1100
Benefits 24,000 x 2 yrs.	54,000	3000

SIG Form 5b–School Budget Narrative

School Budget Narrative

Provide sufficient detail to justify the school budget. The school budget narrative page(s) must provide sufficient information to describe activities and costs associated with each object code. Include budget items that reflect the actual cost of implementing the selected intervention models and other activities described for each participating school. Please duplicate this form as needed.

School Name: Century High School

Activity Description (See instructions)	Subtotal (For each activity)	Object Code
Director of Transformation <ul style="list-style-type: none">District Office Administrator Director of Transformation will be hired to provide ongoing intensive assistance and support to Persistently Lowest Achieving Schools (P.L.A.S.) 1/6 of total salary and benefits x 3 yrs.	Reflected in LEA Budget	
Manager of Operations <ul style="list-style-type: none">Oversees all non-instructional managerial and operational duties which will allow Learning Director and Principal to focus on Instructional LeadershipOversees all classified staff, facilities, budgets, plant usageOperational/physical plant compliance 130,000 x 3 yrs.	390,000.	1300
Benefits 20,000 x 3 yrs.	60,000.	3000
Transformation Instructional Leadership Team (TILT) <ul style="list-style-type: none">Addresses the needs of the students and requirements of the grant. The TILT shall have 8 members who are elected by the unit members from the site as determined by the bargaining unit. Members will receive a stipend for implementation and monitoring of the SIG plan. 50,000 x 3 yrs.	127,500.	1300
Benefits 7,500 x 3 yrs.	22,500.	3000

Activity Description (See instructions)	Subtotal (For each activity)	Object Code
STEAM Marketing and Community Communication <ul style="list-style-type: none"> • Enable site to market to the students, parents and community the focus of science and technology high school <p style="text-align: right;">20,000 x 3 yrs.</p>	60,000.	4300
Technology Resource Teacher (TRT) <ul style="list-style-type: none"> • Hire and retain a well qualified TRT who understands how to integrate technology in the classroom and across curricular areas. This individual will: <ul style="list-style-type: none"> ○ Provide staff development and mentoring to assist teachers implement technology to its fullest capabilities ○ Conduct monthly collaboration and data analysis sessions with teacher cohorts to monitor and assess the effectiveness of technology implementation in the classroom <p style="text-align: right;">120,000 x 3 yrs.</p>	306,000.	1900
Benefits 18,000 x 3 yrs.	54,000.	3000
Alternative Courses <ul style="list-style-type: none"> • Create an e-Campus (electronic campus or virtual campus) as an alternative instructional program • e-Campus will provide e-Course (online courses) as an alternate, non-traditional educational option and learning model for students who have not achieved success in the traditional educational structure. <p style="text-align: right;">50,000 x 3 yrs.</p>	150,000.	1100
80,000 x 3 yrs.	240,000.	4300
50,000 x 3 yrs.	150,000.	4400
Early College High School Program (ECHSP) <ul style="list-style-type: none"> • Develop an ECHSP in conjunction with the LEA, Santa Ana Community College, and the site's TILT to be offered to all students • Broaden admission into the ECHSP to include 		

Activity Description (See instructions)	Subtotal (For each activity)	Object Code
ELs and students who are not proficient on CST <ul style="list-style-type: none"> • Create safety nets within ECHSP plan to provide students support plan • Provide Transportation for students to attend Santa Ana College 		
40,000 x 3 yrs.	120,000.	1100
30,000 x 3 yrs.	90,000.	4300
30,000 x 3 yrs.	90,000.	5100
Teacher On Special Assignment: English Language Arts <ul style="list-style-type: none"> • Coach teachers to implement professional development received, deliver demonstration lessons, and plan with subject and grade alike teams. • Coordinate data analysis and data dialogues • Assist in extending school day for students needing credit recovery and / or intensive support • Create data report to drive dialogues and instruction 		
120,000 x 3 yrs.	306,000.	1900
Benefits 18,000 x 3 yrs.	54,000.	3000
Teacher Incentives: Recruit and Retain Staff <ul style="list-style-type: none"> • SIG stipend of \$1000 as a tool to recruit and retain effective teachers 		
130,000 x 3 yrs.	331,500.	1100
Benefits 19,500 x 3 yrs.	58,500.	3000
Teacher Incentives: Student Achievement <ul style="list-style-type: none"> • SIG incentive of \$1000 based on student achievement growth, as decided by site Transformation Instructional Leadership Team (TILT) and subject to ongoing negotiations with teachers' association 		
130,000 x 3 yrs.	331,500.	1100
Benefits 19,500 x 3 yrs.	58,500.	3000

Activity Description (See instructions)	Subtotal (For each activity)	Object Code
Teacher training specific to Classroom Management, Behavior and Community Connection <ul style="list-style-type: none"> Implement a system of Positive Behavior Support and Intervention to eliminate bullying, student harassment and to initiate a positive reward system. Teachers will be trained on PBIS, ethics, communication as well as how to connect with the community. 		
30,000 x 3 yrs.	90,000.	1100
20,000 x 3 yrs.	60,000.	5800
Staff Development Consultants <ul style="list-style-type: none"> Additional Professional Development to be determined by TILT contingent upon site needs and parent staff student input on Needs Assessment. Professional Development options that are not provided by the district may be considered and approved by the TILT and contracted with independent consultants 		
50,000 x 3 yrs.	150,000.	5800
Extended/At Risk Learning Time <ul style="list-style-type: none"> Students identified as Basic, Below Basic or Far Below Basic on CST Algebra and English Language Arts will be mandated to extend their learning time before or after normal school hours. Teachers will be appointed to teach extended learning time beginning mid-September thorough April averaging 4 days per week. 		
300,000 x 3 yrs.	765,000.	1100
Benefits 45,000 x 3 yrs	135,000.	3000
Saturday School Academy <ul style="list-style-type: none"> For credit recovery purposes, Century High School staff will offer additional class time for students to make-up course credit – 30 Saturdays 		
100,000 x 3 yrs.	255,000.	1100
Benefits 15,000 x 3 yrs.	45,000.	3000

Activity Description (See instructions)	Subtotal (For each activity)	Object Code
Extended Learning Time: CAHSEE Prep <ul style="list-style-type: none"> • Implementation of additional instructional time for CAHSEE prep for students who were not successful in passing the CAHSEE • 6 week boot camp for CAHSEE prep will enable students to receive intensive support in ELA and Mathematics 		
50,000 x 3 yrs.	127,500.	1100
Benefits 7,500 x 3 yrs.	22,500.	3000
Science and Technology Extended Learning Opportunities <ul style="list-style-type: none"> • Teachers given stipend for extended learning opportunities for students in selected study classes. • Recruit outside (community) instructors to implement enhancement programs not available in master schedule at site 		
100,000 x 3 yrs.	255,000.	1100
Benefits 15,000 x 3 yrs.	45,000.	3000
<ul style="list-style-type: none"> • Incorporate workshops, assemblies, fieldtrips into arts programs • Annual science and Tech Fair 		
10,000 x 3 yrs.	30,000.	1100
20,000 x 3 yrs.	60,000.	4300
30,000 x 3 yrs.	90,000.	5800
Outreach Consultant <ul style="list-style-type: none"> • Oversee Community Worker • Parent advocate • Meet with parents to keep them informed of school activities, changes, answer questions, survey needs • Develop home/school connection • Act as liaison between parents and counselors, teachers, administrators • Coordinate Parent Trainings and workshops • Assist in publicizing school's focus on science and 		

Activity Description (See instructions)	Subtotal (For each activity)	Object Code
technology		
82,000 x 3 yrs.	209,100.	1100
Benefits 12,300 x 3 yrs.	36,900.	3000
Parent Resource Center <ul style="list-style-type: none"> • Create parent room on campus with a welcoming climate for networking, education and resources • Publicize school focus on Science and Technology • Provide space for trainings and workshops 		
50,000 x 1 yrs. 20,000 x 2 yrs.	90,000.	4300
Parent Involvement <ul style="list-style-type: none"> • Monthly Principal Chats to garner information and hear concerns regarding the site and student achievement • Parent Leadership training provided to involve more parents in School Site Council, ELAC, DELAC, Superintendent's Parent Cabinet and other parent groups • Monthly Parent classes i.e., Parenting, Computer and Internet access, Academic success plan, Healthy Families, Gang Awareness, etc. based upon Needs Assessment Surveys and Principal Chats • PBIS (Positive Behavioral Intervention and Support) Training for parents 		
20,000 x 3 yrs.	60,000.	4300 4400 4700
Community Connection <ul style="list-style-type: none"> • Business / Community Leader Strategic Partnerships will be developed to hold monthly meetings at the site to create long term plan to boost student achievement (This will be lead by the Plant Operations Manager) • Plan with Strategic Partnership team to create year-round community activities to motivate students to achieve. Activities and events to connect school with community organizations and 		

Activity Description (See instructions)	Subtotal (For each activity)	Object Code
family outreach • Partnership with Santa Ana College and UCI to inform school community of higher education opportunities and informational items (Secondary Partnership Teams already established to focus on Student Engagement will expand to Parent Involvement) 30,000 x 3 yrs.	90,000.	4200 4300 4400
Celebrate Student Achievement • Monthly motivational and recognition events for all students (including lowest performing students) who make slight gains • Increase parent participation in recognition events by honoring parents of students who make gains 40,000. X 3 yrs.	120,000.	4300 4400

SIG Form 5b–School Budget Narrative

School Budget Narrative

Provide sufficient detail to justify the school budget. The school budget narrative page(s) must provide sufficient information to describe activities and costs associated with each object code. Include budget items that reflect the actual cost of implementing the selected intervention models and other activities described for each participating school. Please duplicate this form as needed.

School Name: Santa Ana High School

Activity Description (See instructions)	Subtotal (For each activity)	Object Code
Hire Director of Transformation <ul style="list-style-type: none">District Office Administrator Director of Transformation will be hired to provide ongoing technical assistance and support to Persistently Lowest Achieving Schools (1/6 of total salary [150,000 per year for 3 yrs.] shared by 6 sites P.L.A.S. sites)	Reflected in LEA budget	1300
Manager Operations <i>(Needs Assessment: Focus on safety, campus welcoming environment, cleanliness, encourage school pride, classroom discipline/management)</i> <ul style="list-style-type: none">Report directly to principalOversee all non-instructional managerial and operational duties which will allow Learning Director and Principal to focus on Instructional LeadershipOversee all classified staff, facilities, budgets, plant usageOperational/physical plant complianceOversee comprehensive school safety plan and site security officersCoordinate all facilities use for Visual and Performing Arts events and community activities.		
Salary 130,000 x 3 yrs.	382,500	1300
Benefits 22,500 x 3 yrs.	67,500	3000

Activity Description (See instructions)	Subtotal (For each activity)	Object Code
Create Transformational Instructional Leadership Team (TILT) <ul style="list-style-type: none"> • School Improvement Grant Compacts/Site • Plans will be developed by a site based • Transformation Instructional Leadership Team • (TILT) to address the needs of the students and requirements of the grant. • The TILT shall have eight (8) members that are elected by the unit members from each PLAS site. The eight (8) members shall be selected from: One (1) from the English Department One (1) from the Mathematics Department One (1) from the Science Department One (1) from the Social Studies Department One (1) from the Special Education Department Three (3) selected as “at-large” members 50,000 x 3 yrs.	127,500	1300
Benefits 7,500 x 3 yrs.	22,500	3000
Visual and Performing Arts Coordinator <ul style="list-style-type: none"> • Works under Principal to coordinate the branding, Community partnerships, • Design, market and implement a VAPA site plan • Establish a VAPA Advisory Board from district and community resources • Ensure students are surveyed and placed in appropriate electives and a-g requirements to pursue VAPA major focus • Work with Higher Education coordinator • Coordinate workshops, assemblies, fieldtrips for VAPA students • Frequent and ongoing communication with community, parents, staff and students Salary 120,000 x 3 yrs.	306,000	1900

Activity Description (See instructions)	Subtotal (For each activity)	Object Code
Benefits 18,000 x 3 yrs.	54,000	3000
VAPA Marketing and Community Communication <ul style="list-style-type: none"> Marketing and communication budget for VAPA Parent Involvement 4,850 x 3 yrs.	14,550	4300
Establish a VAPA Advisory Board <ul style="list-style-type: none"> Recruit from district and community resources Use as a resource for the VAPA Coordinator Coordinate events for VAPA students and programs Partnership with organizations that promote the arts Meet monthly to update and discuss marketing, resources etc. 3,000 x 3 yrs.	9,000	4200 4300
Purchase supplies and equipment <ul style="list-style-type: none"> Add visual and performing arts equipment and technology to the site for use in the productions, exhibits to increase visibility and community awareness of the VAPA program 200,000 x 3 yrs.	600,000	4300 4400
1 FTE TOSA Mathematics <i>(Needs Analysis: content intervention and support, engaging lessons, analysis of student work, teaching methods and strategies not meeting learner's needs)</i> <ul style="list-style-type: none"> Coach teachers to implement professional development received, deliver demonstration lessons, and plan with subject and grade alike teams Coordinate data analysis/data dialogues Assist in extending school day for student Support data analysis, create reports for data dialogues to drive instruction 		

Activity Description (See instructions)	Subtotal (For each activity)	Object Code
<ul style="list-style-type: none"> Coordinate district assessments Oversee student information system Maintain records of program implementation. Salary 120,000 x 3 yrs.	306,000	1900
Benefits 18,000 x 3 yrs.	54,000	3000
Teacher Incentives: Recruit & Retain Staff <ul style="list-style-type: none"> SIG stipend of \$1,000 as a tool to recruit and retain effective teachers 130,000 x 3 yrs. 	331,500	1100
Teacher Incentives: Student Achievement <ul style="list-style-type: none"> SIG incentive of \$1000 based on student achievement growth, as decided by site Transformation Instructional Leadership Team (TILT) and subject to ongoing negotiations with teachers' association 130,000 x 3 yrs 	331,500	1100
Benefits 19,500 x 2 x 3 yrs.	117,000	3000
Vertical alignment of instructional program to CA academic content standards (English Language Arts, mathematics) Data analysis of core and intensive intervention programs <i>(Needs Assessment: content intervention and support, analyze rigor and content/criteria of GSP, consistent expectations)</i> <ul style="list-style-type: none"> Promote the continuous use of student data to inform and differentiate instruction in order to meet the academic needs of students through monthly data chats/data analysis Collaboration to review student data and determine intervention implementation Subject and grade alike collaborative 		

Activity Description (See instructions)	Subtotal (For each activity)	Object Code
planning <ul style="list-style-type: none"> • Mandatory professional development • Substitutes • Release days: 20 days per teacher, 2010-2011, 20 days-2011-2012, 20 days-2012-2013 150,000 x 3 yrs.	382,500	1100
Benefits 22,500 x 3 yrs.	67,500	3000
Teacher Training specific to Classroom Management, Behavior, Community Connection <i>(Needs Analysis: Safe and civil schools without bullying, communicate better with parents, form an understanding of population being served, classroom management, show respect)</i> <ul style="list-style-type: none"> • PBIS – Implement a system of Positive Behavior Support and Intervention to eliminate bullying, student harassment and to initiate a positive reward system. Teachers will be trained on PBIS. • Ethics, communication – Teachers will be trained on ethics and communication as well as how to connect with the community 50,000 x 3 yrs.	127,500	1100
Benefits 7,500 x 3 yrs.	22,500	3000
Staff Development Consultants <ul style="list-style-type: none"> • Additional Professional Development to be determined by TILT contingent upon site needs and parent staff student input on Needs Assessment. Professional Development options that are not provide by the district may be considered and approved by the TILT and contracted with independent consultants 50,000 x 3 yrs.	150,000	5800
Teacher Leadership Development <ul style="list-style-type: none"> • Provided by Educational Partner, Pivot 		

Activity Description (See instructions)	Subtotal (For each activity)	Object Code
<p>Learning Systems</p> <ul style="list-style-type: none"> Site will assign eight teachers from TILT (Transformational Instructional Leadership Team) to a cohort for 24 hours of staff development emphasizing leadership styles, developing relationships, conflict resolution, and communication Key team for school transformation plan 35,000 x 1 yr. 10,000 x 2 yrs. 	46,750	1100
Benefits 8,200 over 3 yrs.	8,200	3000
<p>Staff Development: Training ELA Intensive Intervention <i>(Needs Assessment: Engaging organized lessons, smaller class size, need reading intervention, better analysis of student work, more assistance for struggling students)</i></p> <ul style="list-style-type: none"> Provide additional training for teachers on ELA Intensive Intervention curriculum and understanding the academic needs for differentiated instruction for English Learner Students and students at-risk 12,000 X 3 yrs. 	30,600	1100
Benefits 1,800 x 3 yrs.	5,400	3000
<p>Extended Learning Time <i>(Needs Assessment: Flexible scheduling-earlier and later classes-weekend classes, lower class size for intervention, added classes including Saturday school, increased hours of instruction)</i></p> <ul style="list-style-type: none"> Students identified as Basic, Below Basic or Far Below Basic on CST Algebra and English Language Arts will be mandated to extend their learning time before or after normal school hours. Teachers will be appointed to teach extended learning time beginning 		

Activity Description (See instructions)	Subtotal (For each activity)	Object Code
mid-September thorough April averaging 4 days per week 150,000 x 3 yrs.	382,500	1100
Benefits 22,500 x 3 yrs.	67,500	3000
Increased Learning time At Risk <ul style="list-style-type: none"> for at-risk students before or after the regular school day, including Saturday School 127,500 x 3 yr.	325,125	1100
Benefits 19,125 x 3 yrs.	57,375	3000
Increased Learning Time CAHSEE <ul style="list-style-type: none"> Implementation of additional instructional time for CAHSEE prep for students who were not successful in passing the CAHSEE <ul style="list-style-type: none"> 6 week boot camp for CAHSEE prep will enable students to receive intensive support in ELA and Mathematics 100,000 x 3 yrs	255,000	1100
Benefits 15,000 x 3 yrs.	45,000	3000
Extended Learning Time - VAPA <ul style="list-style-type: none"> Teachers given stipend for extended learning opportunities for VAPA students in selected genre study classes Recruit outside (community) instructors to implement programs not occurring in master schedule at the site 100,000 x 1 yr. 150,000 x 2 yrs.	340,000	1100
Benefits 60,000 over 3 yrs.	60,000	3000
Visual And Performing Arts (VAPA) <ul style="list-style-type: none"> Incorporate workshops, assemblies, fieldtrips into the art programs Annual VAPA exhibit Marketing of Visual And Performing Arts Programs 60,000 x 3 yrs.	180,000	5800

Activity Description (See instructions)	Subtotal (For each activity)	Object Code
<p>Parent Resource Center <i>(Needs Assessment: create welcoming environment, parent volunteers, positive relations between home and school, parent classes, increase communication)</i></p> <ul style="list-style-type: none"> • Create parent room on campus with a welcoming climate for networking, education and resources • Publicize school focus on Visual and Performing Arts • Provide space for trainings and workshops <p style="text-align: right;">20,000 x 3 yrs.</p>	60,000	4200 4300 4400
<p>Parent/Community Outreach Consultant <i>(Needs Assessment: Family support, Student support for peer pressure, safe environment, structured parent monitoring of work, communication-immediate and positive)</i></p> <ul style="list-style-type: none"> • Classified employee • Oversee Community Worker • Meet with parents to keep them informed of school activities, changes, answer questions, survey needs • Develop home/school connection • Act as liaison between parents and counselors, teachers, administrators • Coordinate Parent Trainings and workshops that are research base to improve participation, communication and effectiveness • Coordinate areas to be addressed by school-level teams: • Share leadership for parent engagement between school staff and parents • Make explicit the expectations parents and school staff have for each other • Develop/clarify policies and practices which promote parent involvement • Ensure communication between 		

Activity Description (See instructions)	Subtotal (For each activity)	Object Code
parents and schools is two-way <ul style="list-style-type: none"> • Provide professional development for school staff and training opportunities for parents • Increase the quantity and quality of face-to-face connections both at school and in the community (including home visits) • Assist in publicizing school's focus on Visual and Performing Arts 60,000 x 3 yrs.	153,000	2900
Benefits 9,000 x 3 yrs.	27,000	3000
Community Worker <i>(Needs Assessment: Accountability for attendance and tardy, timely consistent communication, more parent involvement in activities)</i> <ul style="list-style-type: none"> • Classified employee • Parent advocate • Assist with attendance accountability and communication • Manage and maintain Parent Meeting Room • Visit students homes as needed • Act as liaison between parents and counselors, teachers, administrators • Present Educational classes and workshops to parents 45,000 x 3 yrs.	114,750	2900
Benefits 6,750 x 3 yrs.	20,250	3000
Parent Involvement / Community Connection <i>(Needs Assessment: flexible meeting times, increased communication, translation, parent education/meetings, positive communication, volunteer time)</i> <ul style="list-style-type: none"> • Monthly Principal Chats to garner information and hear concerns regarding the site and student achievement 		

Activity Description (See instructions)	Subtotal (For each activity)	Object Code
<ul style="list-style-type: none"> • Monthly Parent classes i.e. Parenting, Computer and Internet access, Academic success plan, Healthy Families, Gang Awareness, etc. based upon Needs Assessment Surveys and Principal Chats • Parent Leadership training provided to involve more parents in School Site Council, ELAC, DELAC, Superintendent's Parent Cabinet and other parent groups • PBIS (Positive Behavioral Intervention and Support) Training for parents • Business / Community Leader Strategic Partnerships will be developed to hold monthly meetings at the site to create long term plan to boost student achievement • Plan with Strategic Partnership team to create year-round community activities to motivate students to achieve. Activities and events to connect school with community organizations and family outreach • Partnership with Santa Ana College and UCI to inform school community of higher education opportunities and informational items (Secondary Partnership Teams already established to focus on Student Engagement will expand to Parent Involvement) <p style="text-align: right;">8,000 x 3 yrs.</p>	24,000	4300 4400
<p>Celebrate Student Achievement (Needs Assessment: Award program, invite parents to school, increased communication on work)</p> <ul style="list-style-type: none"> • Monthly motivational and recognition events for all students (including lowest performing students) who make slight gains • Increase parent participation in recognition events by honoring parents 		

Activity Description (See instructions	Subtotal (For each activity)	Object Code
of students who make gains 20,000 x 3 yrs.	60,000	4300 4400

Supporting Documents

Willard Intermediate

Santa Ana Unified School District
School Site Council/ *Consejo Escolar*
Willard Intermediate School

Monday March 8, 2010 @ 3:00p.m.

Minutes

Meeting was called to order at 3:05pm by Heather Rigby, Assistant Chairperson

- 1.0 A quorum was present; the meeting was called to order.
- 2.0 Agenda reviewed and adjusted, Minutes approved
- 3.0 Public Input: Ms. Sanchez reported on the enrollment committee she is a member of and the ideas that are being presented.

Old Business

- School Site Council By-laws were revised and approved

New Business

- Current School Programs Budget Overview was presented by Mr. Cole
- State Testing Calendar for Willard was presented by Mr. Cole
- New School Year Schedule 2010-11 was presented by Mr. Cole
- Information from the Principal was discussed
 - Construction
 - Marv Marshall Training
 - Fundraising
 - Persistently Low Achieving Schools – new group for Willard

- 4.0 DELAC/DAC Report: Ms. Mena & Ms. Mendoza shared information
- 5.0 ELAC Report/Advice: Ms. Mena shared fundraising and volunteer ideas
- 6.0 Other:

Meeting adjourned at 4:00pm Next meeting will be held on Monday April 19, 2009

Minutes taken by: Pilar Sanchez Date: March 8, 2010

Secretary Signature

Date Minutes approved: Clark Jimenez

ASB Agenda Tuesday

4/20/2010

Persistently Low Achieving Stakeholder Meetings – teachers

- I. current problems
- II. current achievement levels
- III. vision of future success
- IV. process
- V. today's objectives
- VI. staff input

Santa Ana Unified School District
Willard Intermediate School
Home of the Jaguars
English Learner Advisory Committee
Agenda
May 25, 2010



Welcome

- ◆ Call to order
- ◆ Old Business
 - ◇ Review purpose, duties, and responsibilities of ELAC
 - ◇ Attendance
- ◆ DELAC Report
- ◆ New Business
 - ◇ Persistently Low Achieving School status
 - ◇ R-30 Language Census
- ◆ Public Input
- ◆ Adjournment

Next ELAC Meeting: Last Meeting of the Year

Districto Escolar Unificada de Santa Ana

Escuela Intermedia Willard

Casa de los Jaguares



Comité Consultivo de Aprendizajes de Inglés (ELAC)

Agenda

25 de mayo de 2010

Bienvenida

♦ **Se abre la sesión**

♦ **Asuntos Pendientes**

◇ Repasar el propósito, la responsabilidades y trabajo del comité de *ELAC*

◇ Asistencia

♦ **Reporte del *DELAC***

♦ **Asuntos nuevos**

→ Willard- Persistently Low Achieving (School)

◇ Aprovechamiento bajo persistencia de la escuela Willard

◇ Censo de lenguaje R-30

♦ **Comentarios del Público**

♦ **Cierre de la sesión**

Proxima junta del ELAC: Ultima junta del año

Willard Intermediate School
Staff Meeting
Wednesday, June 2, 2010

1:25 – 1:30 Sign-in

Notes:

1:30 Celebrations

- 214 students with perfect attendance in May
- Willard looks beautiful –Thanks to Upward Bound and SAC

1:40 Announcements

- Registration – Cesar
- Buy back days
- Only 12 more days
- Transformational Team

1:40 Safe and Civil School Presentation

2:25 Questions or concerns

Break-out to Transformational Subcommittees - Lloyd

Transformational Committee Meeting Minutes

June 10, 2010

Members Present: Alfaro, Almanzar, Clark, Dreng, Faden, Gilchrist, Hanson, Hunter, Hurtado, Jimenez, Kilian, Mounphiphak, Moure, Petrie, Pickels, Wheatley

Members Absent: Bennett, Blackburn, Cole, Jimeno, Paik, Rigby, Yrarrazaval

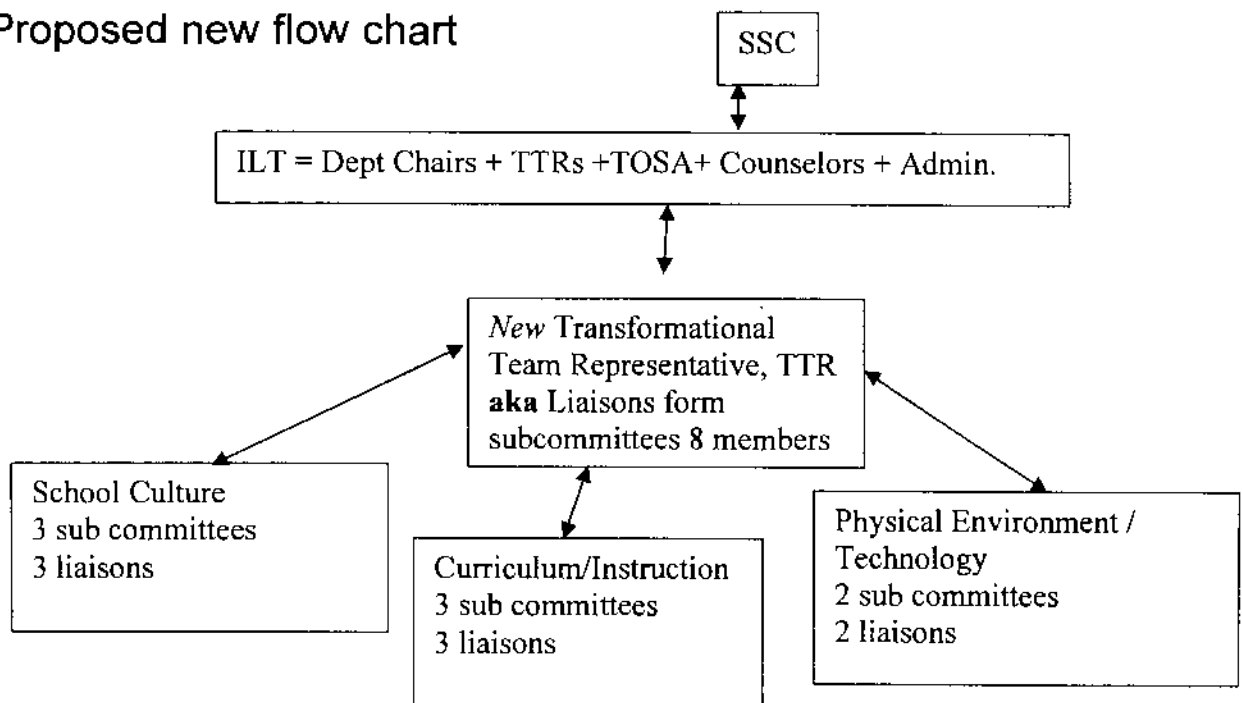
Items Discussed

- Transformational Structure
 - Confusion between ILT & TTR(Transformational Team Rep)
 - ◆ Does the TTR become ILT?
 - ◆ What about the elected members for ILT?
 - ◆ What happens to the other members of the Transformational Team?
 - ◆ Department Chairs number to 7 and the TTR number to 7, they will become the ILT
 - ◆ Liaisons for subcommittees report to TTRs for ILT input. Liaison's will report minutes to TTR
 - ◆ Possibility- have liaisons join ILT
 - ◆ Concern- since SIG is postponed are transformation actions postponed?
 - ◆ What about Stipend money- Mr. Cole said that they will be paid for during summer work on committees.
 - ◆ Keep track of hours and Maria will let us know as to the procedure for time cards before we leave for summer.
- Tasks for Today
 - Conduct meeting with Robert's Rules of Order
 - Review and Approve Minutes (Approval Passed)
 - Liaison Responsibilities
 - ◆ Morphed from lengthy discussion into the following:
 1. Reported from the sub committee (not facilitator or person in charge, nor recorder)
 2. A member of new Transformational Team (only Liaisons)
 3. An elected member of the ILT as TTR
 4. **Each subcommittee Liaison will be a member of ILT along with the Department Chairs and Administration**

- 5. TTR morphed **from** dept reps (as were discuss in the department meeting yesterday) **to** sub committee reps
- Sub Committee Action Plans
 - ◆ Action Plan includes; Top 3 items to work on, what will the out come be, who are the responsible parties, and what is the projected cost?
 - ◆ What is the *Approval Process*?
- How to Report information
 - ◆ Formalize Agenda, Sign-in, Minutes
 - ◆ Agenda, Sign-in, Minutes will be copied from the Transformational team Meeting formats (Crystal will email)
 - ◆ Minutes must include; decisions, suggestions, next steps, proposed agenda for next meeting
 - ◆ All items are emailed to entire staff for their knowledge and input
 - ◆ Parking lot topics must also be emailed as there may be more answers to these items as all are informed
- **Next steps**
 - ◆ ***Elect* a representative who will carry your voice from sub committee to Transformational Team (School Culture, Curriculum/Instruction and Physical Environment/Technology)**
 - ◆ Liaisons are one per subcommittee represented at Transformational Team **and** as member of ILT
- Meeting Dates:
 - ◆ 6/17 from 2:30-4:30pm
 - ◆ After school closing 6/22-6/25 from 9:00- 1:00pm
 - ◆ July- TBA at the 6/25 meeting
 - ◆ August- after 8/10
- Parking Lot
 - ◆ Nutrition for our students (Health/ Wellness Committee?)

- ◆ What happens to the active members of the Transformational Team or do they serve only as sub committee members?
- ◆ Can all these committee meetings be simplified?
- ◆ Do we need the Union Vote if the Liaisons are chosen by the staff any way?

Proposed new flow chart



Next Meeting: Thursday June 17

cfj 6/10

Consequences Committee Agenda 6/9/10

- I- Review last meetings notes
- II- Discuss how to prevent behavior problems before they occur
- III- Re-Visit new ideas and begin to look at how to implement them

Minutes/Notes
Incentives/Rewards/Awards
Sub-Committee Group (Buyback time)

June 9, 2010

2:30-4:30

Present: Sue Pickels, Julie Tarango, Patti Wenglein, Jenny Kilian, Lara Johnson, Kathy Ehrler, Todd Harvey

Absent Members: Patrick Veit, Paul Zive

1. Action Plan discussion

- How are we going to publicize rewards and create awareness and positive behavior?
 - Beginning of the year assembly and/or in a lunch time activity (fashion show with TEACHERS modeling students appropriate uniform, behavior, teacher/student interaction)
 - Show basic (expected) behavior that every student should know in a video
 - Skit to show expected behavior
 - Lanyards- stickers to show positive behavior that could add up to a free dance or some positive reward (give a choice)
 - Pass out tickets to deserving students for free movie time at lunch in commons every two weeks, popcorn
 - Lunch with teacher and friends passes
 - Designated area for ticket box with picture of the prize (ipod, movie tickets, etc.)
 - Raffle at lunch time
 - Calendar with activities that students can CHOOSE from
 - Students make ice cream sundae
 - Balloon Toss
 - Front of the line passes

2. Start Up

How are we going to pay for these activities?

How did Sal Shanks get donations for carnival?

How can we keep track of money earned in fundraising?

- Donations (money and supplies) from local businesses (law firms, Santa Ana Zoo, car dealerships, clubs, banks, Elks Club, Bowers Museum, Kidseum, Discovery Science Center)
- Santa Ana Education Foundation (Bernadette Medrano)
- Kathy Ehrler to ask her sorority to donate money
- Guest speakers for motivation, education, self-confidence
- Teacher Tube motivational videos

3. Rewards System

- Recognize Student of the Month to a greater extent
 - Name on marquee
 - Students will receive packet with free dance pass, front of the line pass, ice cream pass, movie pass, free dress every Friday for the month, homework pass
 - End of the year raffle for Student of the Months only; (Ducks tickets??) however students could lose raffle if negative behavior occurs (demerit system)
 - Throw water balloons at selected teacher at lunch
- Rubric for Student of the Month-most improved test scores, good samaritan, no missing assignments, improved behavior, etc
- STUDENTS to vote for the Student of the Month
- Boy and girl for each grade level

- First month- behavior (and grades)
- Awards assembly at the end of the semester
- Teachers to keep track of students grades/citizenship for awards assembly
- Teachers to be rewarded- Teacher of the Week (certificated and classified)
 - Parking spot- decorate with chalk
 - Gift card
 - End of the Semester drawing
 - Free lunch
 - Golden apple
 - Decorate teachers door

4. New Business

- Future meeting dates (Tuesday, June 15, 2010) summer???
- Time cards

Parent/Social Issues Committee

Minutes

June 8, 2010

2:30-3:30 p.m.

Members Present: Veronica Covarrubias, Armando Torres, Clare Jimeno, Pete Almanzar

Absent members: Patsy Mondragon

Liaison: Patsy Mondragon/Clare Jimeno

Vision/Purpose: Increase parent involvement by:

- Better communication (different approach)
- Offering comprehensive orientations, workshops: attendance, school expectations, nutrition, goal-setting, parenting, resources, available, character building

Meeting Times: Tuesday, June 15, 2010 2:30-3:30 p.m.

What is in place that is working now:

- Correction from last notes: teachers and parents need to be more involved with PTA.

Focus topic for today's meeting: Home Visits

1. Class rosters for each teacher (parents/addresses)
2. Need to pick a dated/time (teams go out on the same date so we are visible to the community, maybe on a Saturday, have ASB members join us, as well as paraprofessionals for translating)
3. Set up teams based on rosters or sections of neighborhood
 - a. homeroom/advisement
 - b. w/in rosters, prioritize students to visit using Data Director and Discipline Record
 - c. need to decide on how many home visits per team
4. Coordinate areas on maps
 - a. Map out route
5. Items to take on visits
 - a. School business card w/school information (phone #), write teacher's name on back with room #, extension
 - b. Orientation info flyer (advertisement) with (dates/times), food provided
 - c. Copy of SES application for free tutoring services (will need copies)
 - d. Library card application

Next items

- Coordinate Orientations for 6th/7th/8th graders

Parent / Student Forum – Willard

Agenda for Stakeholder Meetings:

- I. Communicate current problems
 - a. Student Achievement at your school (achievement attached)
 - b. Designation as persistently-lowest achieving-why your school was identified
- II. Explain why current achievement levels are not acceptable
- III. Communicate the vision of future success
 - a. Ensure all students learn
 - b. We will strengthen instruction in literacy and mathematics
 - c. We will improve graduation rates
 - d. We will strengthen college and career-readiness pathways so that all students are prepared for their future
 - e. We will ensure our stakeholders (parents, students, community, staff) are informed and part of the decision-making processes
- IV. Explain the process we are utilizing to gather feedback
 - a. We are facilitating meetings to discuss what we need to improve upon (meetings with all stakeholders, district guidance and alignment of systems for school, Union negotiations)
 - b. The Board makes the ultimate decision about the intervention model
- V. Today's meeting objectives
 - a. Gather feedback in the following areas: (Parent Community Partnerships, Leadership and Staffing, School Culture, Organization, Curriculum and Instruction)

Willard Intermediate School
Persistently Low Achieving School
Student Informational Meeting
April 22, 2010
Agenda

Welcome

I. Persistently Low Achieving Information

1. History
2. Why Willard
3. Next steps

II. Student Input

1. Questions
 - A. Group Students to give input
2. Discussion

III. What will be done with the information?

Supporting Documents

District-wide Forums Input Results



Santa Ana

Unified School District

School team facilitated public forums*

Sierra:

4/20 Staff (34)
4/19 Students (51)
4/21 a.m. Parents (200)
4/21 p.m. Parents (13)

Willard:

4/20 Staff (33)
4/20 Students
4/22 Students (29)
4/19 Parents
4/20 a.m. Parents (182)

Century:

4/12 Staff
4/19 Staff (114)
4/21 Students (58)
4/21 Parents

Saddleback:

4/19 Staff
4/21 Staff
4/22 Staff (173)
4/20 Students
4/21 Students (81)
4/21 Parents (54)

Santa Ana:

4/20 Staff
4/21 Staff
4/22 Staff (100)
5/3 Staff (44)
4/21 Students (45)
4/21 Parents (75)

Valley:

4/19 Staff (107)
4/22 Parents (92)
4/23 Students (223)
5/1 Community (133)

*Meetings are ongoing

Numbers in parentheses are total attendees

Low Achieving Schools
Summary and Commonalities from Public Forum Meetings

Organization

Questions: How might we alter the school day schedule to ensure all students are able to attend and learn?

What alternative formats for schooling might encourage students to attend and be engaged?

Site	Student Responses	Teacher Responses	Parent Responses	Commonalities for Site
Sierra	<ul style="list-style-type: none"> • Electives • Incentives (Spirit days, assemblies) • Late starts 	<ul style="list-style-type: none"> • Newcomer only class • Longer school day (10 periods) • Team teaching • Make room for electives • Tutorials • Concern with Special Education collaboration model 	<ul style="list-style-type: none"> • Rotate classes to break up students • More electives • Use agenda for communication with parent • Color coded communication 	<ul style="list-style-type: none"> • Team teaching • More electives • Flexible scheduling
Willard	<ul style="list-style-type: none"> • Flexible scheduling (later start time, later ending time) • Longer passing period • Student incentives 	<ul style="list-style-type: none"> • Flexible scheduling (block scheduling, zero period PE) • Smaller class size • Full year of science and social studies • Two periods LA and 2 period of math • Electives • More technology (LCD projector and document camera in every room) 	<ul style="list-style-type: none"> • Flexible scheduling (early or late start, longer school day, mandatory Saturday) • Smaller class size • Full year of science and social studies • More technology 	<ul style="list-style-type: none"> • Flexible scheduling (later start time) • One year of social studies and science • Electives • Need technology • Smaller class sizes • Student incentives
Century	<ul style="list-style-type: none"> • More flexible schedule/review alternative schedules • Electives • School within a school 	<ul style="list-style-type: none"> • Flexible scheduling (later start, year round, Saturday school) • Vocational courses, more career paths • Technology project based learning • Become a magnet school for technology • Online classes • Schools within a school, SLC communities 	<ul style="list-style-type: none"> • Don't alter the schedule 	<ul style="list-style-type: none"> • Flexible scheduling • School within a school

Organization

*Questions: How might we alter the school day schedule to ensure all students are able to attend and learn?
What alternative formats for schooling might encourage students to attend and be engaged?*

Site	Student Responses	Teacher Responses	Parent Responses	Commonalities for Site
Saddleback	<ul style="list-style-type: none"> • Stricter policy regarding tardy/truancy • More clubs • More electives • Fundamental school rules • Late start time • ASAP at the beginning of the day • Agendas for students • Smaller class size 	<ul style="list-style-type: none"> • Restructure ASAP • Staggered schedule (late starts for some) • Block Schedule (8 period block) • 4 day school week • More grade level meetings • Computer labs • Create houses • Strict tardy policy • Strict behavior policy • AVID/Fundamental Model • Community service as graduation requirement 	<ul style="list-style-type: none"> • Offer more 7:00 am classes • Saturday school for remediation • Upward Bound classes on organization skills 	<ul style="list-style-type: none"> • Restructure ASAP (Advisement) • Fundamental school rules/structure • Staggered schedule (late start for some, earlier start for others) • Stricter Tardy/Tuancy policy
Santa Ana	<ul style="list-style-type: none"> • Block scheduling • Start and end later • Teach time management 	<ul style="list-style-type: none"> • Block/flexible scheduling • Lower class size • Extra classes (reading academy, expanded curricular offerings) including weekend classes and online classes • Increased use of technology • Reexamine GSP credit recovery • Fundamental model 	<ul style="list-style-type: none"> • Accountability for attendance and tardy • Better communication about student 	<ul style="list-style-type: none"> • Block scheduling • Increased accountability for attendance /punctuality
Valley	(none)	(none)	(none)	

Organization

*Questions: How might we alter the school day schedule to ensure all students are able to attend and learn?
What alternative formats for schooling might encourage students to attend and be engaged?*

Site	Student Responses	Teacher Responses	Parent Responses	Commonalities for Site
DLAC	NA	NA	<ul style="list-style-type: none"> • Increase the hours of instruction • Provide credit recovery • Offer academic enrichment (electives) • Offer more sports opportunities • Demand student attendance 	
Commonalities for stakeholders	<ul style="list-style-type: none"> • Need flexible scheduling (late start) • Need student incentives • Need more course offerings - electives 	<ul style="list-style-type: none"> • Need flexible scheduling (block schedule, late start) • Need smaller class sizes • Need to increase course offerings (electives, Saturday classes, reading academy, online classes) • Increase availability of technology 	<ul style="list-style-type: none"> • Need to increase course offerings (credit recovery, enrichment, electives, additional sports) • Need to investigate flexible scheduling including late start 	

Low Achieving Schools
Summary and Commonalities from Public Forum Meetings

Environment/School Culture

Questions: What would it look like if our school, _____ was successful?

What are the barriers to learning in school?

How might we help students, staff and the community personally "see and feel" the problems students face?

Site	Student Responses	Teacher Responses	Parent Responses	Commonalities for Site
Sierra	<ul style="list-style-type: none"> • Increased supervision/security • Stricter dress code • Tutoring • Teachers accessible, nurturing, respectful • Barrier: Disruptive students • More team teaching • CICO (Check In Check Out) academic incentive • Teachers who don't give up • Clean campus • Everyone would be positive 	<ul style="list-style-type: none"> • Barrier: Stricter implementation of dress code • Barrier: Students who don't bring materials (Student store) • Barrier: Dealing with lack of homework • Barrier: Updated technology • Successful: Student Parent recognition • Successful: Develop foster academic culture • Barriers: poverty, lack of role models, apathy, transiency, lack of home support • Barrier: Large class size • See/Feel: Understand and connect with your students (home visits, listen to students) • Successful Sierra: Students, parents and teachers are glad to be at Sierra • Successful: Teachers who don't give ups 	<ul style="list-style-type: none"> • Barrier: No timely feedback and intervention (academic) • Barrier: Less profanity • Barrier: Lack of a structured based discipline system • Barrier: Low achievers, goofing off, parents send students to be babysat • Successful: Teachers who don't give up • Barrier: No consistent and timely communication • See/feel: More conversations about the importance of school • See/feel: Goal setting • See/feel: Promote interactions between students not in the same "group" • Barrier: Safe route home, hiding places on campus, fights 	<ul style="list-style-type: none"> • Enforce Dress Code • Foster academic culture • Teachers who don't give up on students • Increase supervision and security

Environment/School Culture

Questions: What would it look like if our school, _____ was successful?

What are the barriers to learning in school?

How might we help students, staff and the community personally "see and feel" the problems students face?

Site	Student Responses	Teacher Responses	Parent Responses	Commonalities for Site
Willard	<ul style="list-style-type: none"> • Successful: Fewer fights, "calm" • Successful: Respect • Successful: Assistance with homework • Barrier: Safety (bullying, drugs, alcohol, sexual harassment) 	<ul style="list-style-type: none"> • Successful: Teacher and student understanding of assessment and data (common assessments, data wall, data chat binders) • Successful: Effective interventions • Successful: Enthusiasm for learning • Successful: Parent involvement and awareness of program expectations • Barrier: Safety and facility conditions (bullying) • Barrier: Lack of resources (Librarian, Nurse, computer tech., instructional assistants) • Barrier: Parents not involved, parents' low level of education • Barrier: high teacher turnover 	<ul style="list-style-type: none"> • Successful: Safe environment • Successful: More program opportunities • Successful: Teachers and administration working together • Successful: Students wanting to go to Willard • Barrier: Safety to, from, and at school • Barrier: Inconsistent discipline • Barrier: Parents don't understand proficiency levels • Barrier: Lack of tutoring • Barrier: Negative attitude • Barrier: Lack of resources (materials, tools, space, furniture, technology) 	<ul style="list-style-type: none"> • Increase safety • Increase enthusiasm to attend Willard • Increasing parent training and parent involvement • Promote a positive culture throughout the school • Provide more resources

Environment/School Culture

Questions: What would it look like if our school, _____ was successful?

What are the barriers to learning in school?

How might we help students, staff and the community personally "see and feel" the problems students face?

Site	Student Responses	Teacher Responses	Parent Responses	Commonalities for Site
Century	<ul style="list-style-type: none"> • Successful: Don't overuse teleparent – save it for important information • Successful: Increase technology access and performance • Successful: Increase incentives/rewards (fieldtrips & activities) • Successful: Be involved in the whole student • Successful: Increase school pride • Successful: Better student teacher interaction • Successful: Healthier food • Successful: Campus beautification (flowers, lights, benches, garden) • Barrier: violence • Barrier: Disruptive students • Barrier: Low attendance • Barrier: Language problems at home • Successful: extra curricular activities • Successful: Improved communication • Successful: Use student ideas for use of USB(ASB) money • Successful: Support from teachers • Successful: Immediate student discipline • Successful: School within a school • Successful: School dress code • Successful: Refocus on 	<ul style="list-style-type: none"> • Successful: Consistent discipline policy including dress code • Successful: Celebration of small victories • Successful: Motivated prepared students • Successful: Clean campus • Barrier: Only A-G classes available for students • Barrier: Students apathy and lack of motivation • Barrier: Home environment (lack of space to study, only Spanish spoken at home, no home library, parents busy working) 	<ul style="list-style-type: none"> • Successful: Communication and interaction between parents, teachers, and students • Successful: Parent involvement and information • Successful: Higher morale • Successful: Personalized school teacher contacts (avoid over use of teleparent) • Barrier: Safety coming to and going from school • Successful: Three way responsibility and accountability (teachers, parents, students) • Successful: School Pride, students content and happy • Successful: Parents stress the importance of academics 	<ul style="list-style-type: none"> • Consistent and effective discipline policy including dress code • Clean up campus • Increase school pride and morale • Improve personal communication • Increase safety

Environment/School Culture

Questions: What would it look like if our school, _____ was successful?

What are the barriers to learning in school?

How might we help students, staff and the community personally "see and feel" the problems students face?

Site	Student Responses	Teacher Responses	Parent Responses	Commonalities for Site
	students who do well			
Saddleback	<ul style="list-style-type: none"> • Stronger discipline • Parent communication (letters and phone calls) • ASB broadcast • More fun (clubs, opportunities for students to be involved) • Lockers • Class sets of textbooks • More challenging classes • More use of technology • Better food • Agendas/Planners • Tutoring schedule • Better subs • More parent involvement • Cleaner restrooms • More security 	<ul style="list-style-type: none"> • Improve campus environment • Physically secure environment • Safety training for staff • Emotionally safe environment where teachers care and students feel valued • Classroom management training • Stricter attendance policy • Operational computer labs that are staffed • Welcoming environment • School pride and spirit • Students prepared to work • Class sets of books • Barriers: low attendance, lack of parent involvement, inconsistent district discipline policy, lack of academies, students don't feel they belong or are accountable, lack of study skills for incoming freshman. • See/Feel: Recruiting parent volunteers, teachers that listen to student concerns: bullying, family problems, not doing homework 	<ul style="list-style-type: none"> • College-going culture • Teacher evaluation • Respect • Attendance • Stricter dress code/rules • Afterschool academic support • Summer school • Cleaner restrooms • School uniforms 	<ul style="list-style-type: none"> • Physically secure environment (more security) • Stricter attendance program • Stronger discipline (classroom management training) • Cleaner campus including restrooms • Respectful/ Welcoming environment • Availability and more use of technology • Availability of technology • Class sets of books • Tutoring

Environment/School Culture

Questions: What would it look like if our school, _____ was successful?

What are the barriers to learning in school?

How might we help students, staff and the community personally "see and feel" the problems students face?

Site	Student Responses	Teacher Responses	Parent Responses	Commonalities for Site
Santa Ana	<ul style="list-style-type: none"> • Live broadcast of morning announcements • Better Tardy Policy • Less restrictive dress code • Clean restrooms • Nurse assigned every day • Review discipline policy (student input) • School Spirit activities • Healthy food • Respectful teachers 	<ul style="list-style-type: none"> • Incentives for good behavior, attendance, good work • Promote school pride • Safe environment for reporting student concerns/issues • Training for classroom management • Barrier: habitually disruptive students 	<ul style="list-style-type: none"> • Clarify and enforce dress code through grade 12 • Family support (counseling and workshops) to deal with adolescent issues • Student support for peer pressure and stress • Campus cleanliness • Encourage school pride and achievement • Barrier: Poor classroom discipline • Accountability for attendance and punctuality 	<ul style="list-style-type: none"> • Barrier: disruptive students • Need campus cleanliness • Encourage school pride and spirit • Incentives for good work and achievement • Accountability for attendance and punctuality
Valley	(none)	(none)	(none)	
DLAC	NA	NA	<ul style="list-style-type: none"> • Successful: Clean schools • Successful: Everyone works together to solve the problems • Successful: Students are happy about learning and teachers are happy to teach • Successful: High expectations for everyone • Successful: Encourage cooperation • Successful: Celebrate Success • Barrier: Students need help learning English • Barrier: Class sizes too large • Barrier: Issues at home • Barrier: Lack of communication between counselors and parents 	

Environment/School Culture

Questions: What would it look like if our school, _____ was successful?

What are the barriers to learning in school?

How might we help students, staff and the community personally “see and feel” the problems students face?

Site	Student Responses	Teacher Responses	Parent Responses	Commonalities for Site
Commonalities for stakeholders	<ul style="list-style-type: none"> • Need clean campus • Need consistent and effective discipline • Need healthy food choices • Need respectful and accessible supportive teachers • Need effective engaging communication (e.g., student broadcasts) 	<ul style="list-style-type: none"> • Need clean and safe campuses • Need a consistent discipline policy • Need classroom management professional development • Need to promote school pride • Need to foster positive attitudes • Need to increase parent involvement • Need increased student engagement and ownership of their learning 	<ul style="list-style-type: none"> • Need responsibility and accountability for all stakeholders(students, teachers, administrators) to work together to solve problems • Need clean and safe campuses • Need respectful behavior among all stakeholders • Need timely and consistent communication • Need positive school culture (perseverance for students, staff and administrators; school pride, high expectations, “college going” culture) 	.

Low Achieving Schools Summary and Commonalities from Public Forum Meetings

Curriculum and Instruction <i>Questions: How can we create classrooms that encourage student input and interaction?</i> <i>What measures should we use to monitor school progress (accountability)</i>				
Site	Student Responses	Teacher Responses	Parent Responses	Commonalities for Site
Sierra	<ul style="list-style-type: none"> • More classroom interaction • Group work • Smaller classes • Projects • Student tracking of data (improvement chart, computers) • Have teachers exchange classes 	<ul style="list-style-type: none"> • More creative relevant projects • Professional development demonstrating formative assessments • Support for common assessments • Social studies for all students • Organizational skills • Shorten ELA Intensive to 2 periods • Pull out reading program • Rotation of 6th grade teacher • Parent night to explain grading program • Testing matching pacing guide 	<ul style="list-style-type: none"> • Timely academic feedback 	<ul style="list-style-type: none"> • Parent information meeting • Rotating classes • Relevant projects
Willard	<ul style="list-style-type: none"> • Make learning fun and active • "More stuff to learn" • Keep records of student work 	<ul style="list-style-type: none"> • Better instructional strategies (cooperative learning) • Assessments (analysis of student assessment to drive curriculum, student surveys, use of common assessments) • Monthly/weekly collaboration time to assess progress • Intervention classes 	<ul style="list-style-type: none"> • Homework not meaningful (not high level) • Communication between teachers and teachers and teachers and students regarding coordination of exams • Updated facilities, more supplies, resources • Timely and regular communication from teachers • Better instructional strategies (interactive lesson, problem solving, critical thinking, group work) • Staff understanding of student issues 	<ul style="list-style-type: none"> • Better instructional strategies (interesting lessons, group work, higher level thinking) • Assess student progress (accurate record keeping, assessment driving instruction)

Curriculum and Instruction

Questions: How can we create classrooms that encourage student input and interaction?

What measures should we use to monitor school progress (accountability)

Site	Student Responses	Teacher Responses	Parent Responses	Commonalities for Site
Century	<ul style="list-style-type: none"> • Extra credit opportunities 	<ul style="list-style-type: none"> • Smaller class sizes • Instructional strategies (GLAD, Socratic dialogue, project based learning, technology, checking for understanding, TPR, hands-on lessons, relevant lesson) • Assessments (Benchmarks, Senior portfolio, writing based assessments) 	<ul style="list-style-type: none"> • Improve student placement based on data • Students come unprepared for the academic demands of high school 	none
Saddleback	<ul style="list-style-type: none"> • More creative engaging lessons • Well planned calendar for when assignments are due • More technology projects and less essays • Teachers can't be the only ones who are talking 	<ul style="list-style-type: none"> • Engagement strategies • Use of technology • More staff articulation/ collaboration time • Bring back "reading program" • Summer school for freshmen • More vocational education • More arts classes • Smaller classes • Use of Blooms • Bring back Academy Model • Restructure ASAP or eliminate • All academic subjects should have benchmarks • More DataDirector training to analyze data • Baseball "stats" card for each student with test scores • Writing across the curriculum 	<ul style="list-style-type: none"> • No boring lectures • Use different methodologies • Rewards and incentives • Tutoring • More applied knowledge • Weekly monthly progress reports • Teachers call parents • Parents call teachers 	<ul style="list-style-type: none"> • Improve instructional strategies to promote engagement • Increase use of technology

Curriculum and Instruction

Questions: How can we create classrooms that encourage student input and interaction?

What measures should we use to monitor school progress (accountability)

Site	Student Responses	Teacher Responses	Parent Responses	Commonalities for Site
Santa Ana	<ul style="list-style-type: none"> • Engaging organized structured lessons • Lessons include activities other than textbook • Lessons are engaging • Flexible assignment timeline • Sex education classes 	<ul style="list-style-type: none"> • Need lower class sizes with bilingual support • Need reading intervention • Content invention and support • Opportunities for career paths and electives • Analyze rigor and criteria for GSP • Develop interventions for students with low credits • Training for classroom management 	<ul style="list-style-type: none"> • Don't overcrowd the classroom • Engaging lessons • Train teachers in classroom management and discipline • Consequences for misbehavior • Better analysis of student work • Teaching methods and strategies not meeting learner's needs 	<ul style="list-style-type: none"> • Engaging lessons that meet students' needs • Lower class sizes • Training for classroom management
Valley	(none)	(none)	(none)	
DLAC	NA	NA	<ul style="list-style-type: none"> • Smaller class sizes • More teacher assistance • Parent volunteers • Learning centers in the classroom • Teacher sensitivity • Monitoring school progress of student 	
Commonalities for stakeholders	<ul style="list-style-type: none"> • Need engaging, relevant, fun, active lessons • Need organized teachers (students are made aware when assignments are due) 	<ul style="list-style-type: none"> • Need better, more effective instructional strategies (Professional development, demo lessons) • Need smaller class sizes • Need to use data (benchmarks, common assessments, formative assessments) to drive instruction • Need to increased intervention (ELD, credit recovery, reading) 	<ul style="list-style-type: none"> • Need smaller class sizes • Need better instructional strategies that are more effective • Need timely and regular communication • Need to use data for placement and to monitor instructional progress 	

Low Achieving Schools
Summary and Commonalities from Public Forum Meetings

Leadership and Staffing

Questions: How can we improve respectful relationships between staff and students?

(Staff Only) How can we improve relationships between leadership and staff?

Site	Student Responses	Teacher Responses	Parent Responses	Commonalities for Site
Sierra	<ul style="list-style-type: none"> • Inclusive respectful teacher • Don't kick kids out of class • Student teacher activities • Teachers who listen 	<ul style="list-style-type: none"> • More staff and students activities outside of classroom • More approachable administrators • Communication between teachers and ILT • Teachers model mutual respect • Professional development on adolescent behaviors 	<ul style="list-style-type: none"> • Weekly incentive and reward program • Foster communication • Structured and regular feedback for parents • Provide opportunities (lunch and forums) to interact with principal and teachers 	<ul style="list-style-type: none"> • Fluid communication and interaction among: administration, ILT, teachers, student and parents. • Respect among administration, teachers, and students
Willard	<ul style="list-style-type: none"> • Be kind, polite, honest, trusting, and respectful • Teachers not to be so mean to us • Have fun 	<ul style="list-style-type: none"> • Cultural sensitivity • Opportunity to meet with students outside of classroom • Team building activities (Staff to Staff, Parent-Student-Staff) • Cultural studies (Chicano/Mexican, American) • Transparency and honesty between leadership and staff • Administrative support of progressive discipline • Train teachers how to listen 	<ul style="list-style-type: none"> • Respectful behavior (positive relationships, teachers should learn to listen) • Consistent Discipline Policy (including dress code) • Communication (listening to students, more dialogue, "no yelling") • Cultural sensitivity 	<ul style="list-style-type: none"> • Respectful behavior • Consistent discipline policy with support • Team building activities for all stakeholders • Teachers need to listen to students • Cultural sensitivity

Leadership and Staffing

Questions: How can we improve respectful relationships between staff and students?

(Staff Only) How can we improve relationships between leadership and staff?

Site	Student Responses	Teacher Responses	Parent Responses	Commonalities for Site
Century	<ul style="list-style-type: none"> Educate teachers regarding culture 	<ul style="list-style-type: none"> Effective and consistent discipline with enforcement District visibility and support Communication (clear and consistent) Proper discourse and respect Communication problems because of technology issues Staff be aware of student population Raise morale through nurturing through nurturing a more social congenial relationship between leadership and staff 	<ul style="list-style-type: none"> Need cultural sensitivity and understanding 	<ul style="list-style-type: none"> Cultural awareness and sensitivity
Saddleback	<ul style="list-style-type: none"> Smaller classes so teachers can spend more one on one time Stricter teachers Good work incentive awards More counselor viability 	(none)	<ul style="list-style-type: none"> Stricter rules and classroom management More structure 	
Santa Ana	<ul style="list-style-type: none"> Mutual respect between teacher and students Positive communication (students/parents) Don't remove students from class 	<ul style="list-style-type: none"> Neighborhood walk-by the staff to learn more about the community Increase communication amongst staff Increase communication between staff and students 	<ul style="list-style-type: none"> Respect: mutual, modeling, parents speak to students about respect Communication: immediate and positive 	<ul style="list-style-type: none"> Need mutual respect among all stakeholders Increase communication that is: immediate positive staff to staff staff and student staff and parents
Valley	(none)	(none)	(none)	

Leadership and Staffing

Questions: How can we improve respectful relationships between staff and students?

(Staff Only) How can we improve relationships between leadership and staff?

Site	Student Responses	Teacher Responses	Parent Responses	Commonalities for Site
DLAC	NA	NA	<ul style="list-style-type: none"> • Eliminate discrimination • Consistent expectations regarding discipline across the school and across the district • Respect student voices • More positive respectful discourse towards students 	
Commonalities for stakeholders	<ul style="list-style-type: none"> • Need mutual respect between staff and students • Need positive communication • Need teachers who listen • Don't remove students from class for discipline issues 	<ul style="list-style-type: none"> • Need increased communication: Clear and consistent • Need respectful, positive discourse among all stakeholders • Need activities for staff, students, and parents outside the classroom to promote positive school-wide culture • Need awareness of and sensitivity to student population 	<ul style="list-style-type: none"> • Need positive communication • Need respectful behavior among all stakeholders • Need to listen to students and value their concerns • Need to develop and foster a culturally sensitive staff • Need consistent discipline policy (including dress code) and behavioral expectations 	

Low Achieving Schools
Summary and Commonalities from Public Forum Meetings

Parent and Community Partnerships

Question: How can we increase parent involvement in their student's education?

Site	Student Responses	Teacher Responses	Parent Responses	Commonalities for Site
Sierra	<ul style="list-style-type: none"> • Teacher Parent contract • Teacher phone calls • Parent conferences • Mandatory informational meetings for parents • Parent classes • Parent volunteers • Mandatory agenda signature 	<ul style="list-style-type: none"> • Encourage parent volunteers • Parent meetings (mandatory) • Translators • Parent compact • Culturally relevant events • Parent training 	<ul style="list-style-type: none"> • Positive feedback to parents • Mandatory parent meetings • Parent volunteers • Structured parent monitoring of student work with incentives • Electronic communication (parent portal) 	<ul style="list-style-type: none"> • Increased communication • Teacher/parent phone calls • Mandatory parent meetings • Structured parent monitoring of student work/progress (Parent Compact)
Willard	<ul style="list-style-type: none"> • Help for parents in academic subjects • Encourage parents to visit school and get involved • Communication - Teachers call home about grades 	<ul style="list-style-type: none"> • Increased communication with parents (Spanish classes for teachers, have translators) • Require parents to volunteer • Parent Ed Classes in Math and Literacy 	<ul style="list-style-type: none"> • Increased communication (about Parent Center, use Internet, inform about school events, regular contact) • More welcoming environment for parents (better parking, child care, parent tours) 	<ul style="list-style-type: none"> • Increased communication (timely and regular contact) • Parent Education classes • More opportunities for parents to be involved • Welcoming environment for parents
Century	<ul style="list-style-type: none"> • Translators • Mandatory parent meetings • Mandatory parent-teacher conferences 	<ul style="list-style-type: none"> • Mandatory parent meetings • Parent education • Communication (newsletter, teleparent, phone calls) • Community liaison 	<ul style="list-style-type: none"> • Parent involvement and information • Mandatory frequent parent meetings • Parent accountability and responsibility • Timely communication regarding attendance • Internet communication (website) 	<ul style="list-style-type: none"> • Mandatory parent involvement and parent meetings • Timely communication

Parent and Community Partnerships

Question: How can we increase parent involvement in their student's education?

Site	Student Responses	Teacher Responses	Parent Responses	Commonalities for Site
Saddleback	<ul style="list-style-type: none"> • Increase parent communication • Increase parent involvement 	<ul style="list-style-type: none"> • Better communication (teleparent, website, newsletter, cable channel) • Translator • Mandatory parent meetings • Family participation activities • More staff participation at school sporting events 	<ul style="list-style-type: none"> • Better communication (immediate, positive, calls regarding absences, return messages left, homework website) • Make parents feel welcome • Mandatory meetings for parents • Parent accountability and responsibility • Parenting classes • Parent signature on communication 	<ul style="list-style-type: none"> • Better communication (phone calls, posting homework on website) • Mandatory parent meetings • Encourage Parent Involvement (activities)
Santa Ana	<ul style="list-style-type: none"> • Parent conference • Invite parents to volunteer • Positive communication between school and home 	<ul style="list-style-type: none"> • Have translators available • Partner with SAC/UCI, Future Teachers • Parent volunteer requirement • Parents need to understand school environment • Parent education/meetings • Renaissance (Award Program) 	<ul style="list-style-type: none"> • Parent involvement in sports and activities • Mandatory parent meetings at alternative times/places and for different purposes • Parent classes • Daily student agendas that are checked by teachers and parents • Increased communication (teleparent, portal) 	<ul style="list-style-type: none"> • Encourage or require parent volunteers • Parent meetings or classes • Better communication including positive
Valley	(none)	(none)	(none)	
DLAC	NA	NA	<ul style="list-style-type: none"> • Parent volunteers • Mandatory parent meetings • Respect and recognition for work of the PTA • Principal needs to attend meetings • Cultural awareness • Student incentives for parent participation 	

Parent and Community Partnerships

Question: How can we increase parent involvement in their student's education?

Site	Student Responses	Teacher Responses	Parent Responses	Commonalities for Site
Commonalities for stakeholders	<ul style="list-style-type: none"> • Increased communication with parents (academic progress, positive phone calls) • Parent classes in academic subjects • Encourage parents to volunteer • Expand parent teacher conferences to the high school 	<ul style="list-style-type: none"> • Need translators to promote communication • Need mandatory parent meetings • Need parent education classes/training • Need to encourage parents to volunteer and feel welcome 	<ul style="list-style-type: none"> • Mandatory parent meetings • Encourage parent volunteers • Welcoming environment for parents/community members • Increased and better communication including electronic communication and Internet parent portal • Parenting and academic classes/training for parents • Structured parent monitoring of student work and progress (signed agendas, grade reports) 	

Supporting Documents

Century High School

CENTURY HIGH SCHOOL DSLT MEETING
Wednesday, April 21, 3:15 - 4:30 PM

Agenda

Desired Outcomes

- Participants understand Century's Fourth Report of Progress
- Participants Agree to and Identify Next Steps to Move Century's Benchmark Progress from Substantial to Fully
- Participants Reflect On The April 19 Staff Meeting and Identify Implications For Future Work at Century
- Participants Agree To and Identify Next Steps to Assure That Students Experience A Positive State Testing Environment and Agree to Present Proposed Strategies at the Next ILT Meeting

WHAT	HOW	WHO	TIME
Introduction, Roles, Agenda, Ground Rules, Decision Making Process	Review	DM, DSLT Members	5 min
Update: Fourth Report of Progress: How do we move to Full Implementation	Review, Discuss, Clarify, Agree, Identify Next Steps	PT, DM DSLT Members	20 min
Reflecting on the April 19 Staff Meeting: What did we hear and what didn't we hear. What are the implications?	Review, Discuss, Agree, Identify Next Steps	PT, DM, DSLT Members	15 min
Preparing for May Testing: Maintaining a Positive Testing Environment to Assure that Results Truly Reflect Century's Progress <ul style="list-style-type: none"> • What Needs to be Taught? • What's the Timeline? • Can we bring this to the next ILT meeting to share with all departments for a school-wide effort? 	Discuss, Clarify, Identify Next Steps/Timeline	PT, DM, DSLT Members	30 min
Meeting Review	Plus-Delta Process	DM, PT, DSLT Members	5 min

85% attend early dismiss

15% where are they? # of staff

9th and 10th grade SAT Teams get paid to meet.



Santa Ana Unified School District

CENTURY HIGH SCHOOL

Ms. Margie Salcedo, Principal

Administrative Team:

Mr. Roger Frazier, Ms. Maria Gumucio

Ms. Laura Rubio, Mr. Brent Nagele

Century High School Parent Forum

AGENDA

April 21, 2010, 7:00 p.m., Gym

- I. Welcome/Entertainment/Current Challenges
 - a. Student Achievement at our school (achievement attached)
 - b. Designation as persistently-lowest achieving-why our school was identified
- II. Why current achievement levels need improvement
- III. The vision of future success
 - a. Ensure all students learn
 - b. We will strengthen instruction in literacy and mathematics
 - c. We will improve graduation rates
 - d. We will strengthen college and career-readiness pathways so that all students are prepared for their future
 - e. We will ensure our stakeholders (parents, students, community, staff) are informed and part of the decision-making processes
- IV. Explanation of the process we are utilizing to gather feedback
 - a. We are facilitating meetings to discuss what we need to improve upon (meetings with all stakeholders (staff,parents,students), district guidance and alignment of systems for school)
 - b. The Board makes the ultimate decision about an intervention model
- V. Tonight's forum objectives
 - a. Gather feedback in the following areas: (Parent Community Partnerships, Leadership and Staffing, School Culture, Organization, Curriculum and Instruction)
- VI. Parent Input, Questionnaires, Share-out – Thank you Parents!!!! RAFFLE!!

Century High School PARENT QUESTIONNAIRE: Please use the back of this page if needed....thank you

I. Parent, Community, Partnerships

- How can we increase parent involvement in the student's education?

II. Leadership and Staffing

- What would it look like if our school, Century were more successful?
- In what way can we improve the relationship between the district, school and community?

III. Environment/School Culture

- What are the barriers to learning in school?

IV. Organization

- How can parents ensure their children attend school daily?
- How might we alter the school day schedule to ensure all students are able to attend and learn?
- What alternative formats for schooling might encourage students to attend and to be engaged?

V. Curriculum/Instruction

- What am I willing to do to improve my child's student achievement?

[illegible]

Supporting Documents

Saddleback High School

Together we will develop a rigorous academic culture that enables every student to successfully complete graduation requirements, including CAHSEE.

Saddleback High School

Instructional Leadership Team (ILT)

Monday, April 12, 2010

3:05 PM/Room 032

Welcome

- Calendar
- Facilities
- WASC Fact Sheet
- School Improvement Grant (SIG)

WASC Activity

Action Step

Teachers will utilize the data from these assessments to perform item analyses in order to identify the curricular areas in which students need extra support. Teachers will use Data Director to create color-coded seating charts based on CST scores and will perform item analyses to differentiate their instruction in the classroom.

Suggested Evidence: Department meeting minutes, data chat minutes, item analysis forms, color coded seating charts

Why was this evidence selected for analysis?

How does it provide us with the necessary information to diagnose students' instructional needs?

Additional Evidence

Why was this additional evidence selected for analysis?

How does it provide us with the necessary information to diagnose students' instructional needs?

Areas of Strength

Which students/groups of students made progress?

Using the pacing guide and/or power standards, which standards are strong as a result of our teaching?

Next Steps to Improve Student Performance

How do we plan to use these data to improve teaching and learning?

What instructional strategy/strategies will have the greatest impact toward achieving our goal?

Important Dates

Date	Activity	Time	Notes
Today	Collaboration – Late Start	8:00 AM	Departments
Today	Instructional Leadership Team (ILT)	3:05 PM	Room 032
Wednesday, April 14	Area III Classroom Walk-Throughs	8:00 AM	
Saturday, April 17	CSF Car Wash		
Monday, April 19	Collaboration – Late Start (STAR)	8:00 AM	Forum
Tuesday, April 20	WASC Re-Visit	8:30 AM	
Wednesday, April 21	Administrative Assistants Day		
Wednesday, April 21	School Musical – Wizard of Oz	3:00 PM	Forum
Wednesday, April 21	School Site Council	3:05 PM	Gold Room
Wednesday, April 21	ELAC/Parent Cub	6:00 PM	Library
Thursday, April 22	School Musical – Wizard of Oz	7:00 PM	Forum
Friday, April 23	School Musical – Wizard of Oz	3:00/7:00	Forum
Monday, April 26	Collaboration – Late Start	8:00 AM	Forum
Monday, April 26	ASAP Committee	3:05 PM	Library
Tuesday, April 27	STAR – Early Release Day	8:00 AM	12:30 Dismissal
Wednesday, April 28	Educator of Year Ceremonies	5:30 PM	Santa Ana HS
Friday, April 30	AVID Self-Study		
Saturday, May 1	SAT		Social Studies Wing
Monday, May 3	Instructional Leadership Team (ILT)	3:05 PM	Room 032
Tuesday, May 4	Day of the Teacher		
Tuesday, May 4	Chevy Aveo Car Display (Perfect Attendance)	7:00 AM	Main Entrance
Thursday, May 6	STAR – Early Release Day	8:00 AM	12:30 Dismissal

Persistently Low Performing Schools

How to Get There

Instructional Leadership Team (ILT)

- Comparing WASC Action Plan v. School Improvement Grant (SIG)

School Committees

Instructional Practices/Professional Development

School Climate

Parent Involvement

Models

Turnaround

Transformational

Structures (Based on student needs)

Fundamental

Specialized Secondary Programs (SSP)

Renaissance

International Baccalaureate

AVID

STEM

Modified Monday – Staff Collaboration

Monday, April 19, 2010

8:00 AM – 9:00 AM

Forum

Welcome

- School Musical – Wizard of Oz
- Calendar
- Persistently Low Achieving Schools (View the Persistently Low-Achieving Schools presentation in [English](#) or [Spanish](#).)

STAR Training

SAEA

Important Dates

Date	Activity	Time	Notes
Today	Collaboration – Late Start (STAR Training)	8:00 AM	Forum
Today	Simon Scholars Interviews	8:30 AM	HEC
Today	PLAS Focus Groups	3:10 PM	Library
Tuesday, April 20	Columbine H.S. Anniversary	N/A	Reference only
Tuesday, April 20	Simon Scholars Interviews	8:30 AM	HEC
Tuesday, April 20	WASC Re-Visit	8:30 AM	Roadrunner Room
Tuesday, April 20	Student Congress	ASAP	Forum
Wednesday, April 21	Administrative Assistants Day	TBA	TBA
Wednesday, April 21	Student Congress	ASAP	Forum
Wednesday, April 21	School Musical – Wizard of Oz	3:00 PM	Forum
Wednesday, April 21	PLAS Focus Groups	3:10 PM	Library
Wednesday, April 21	PLAS Parent Meeting	6:15 PM	Forum
Thursday, April 22	Student Congress	ASAP	Forum
Thursday, April 22	PLAS Focus Groups	3:10 PM	Library
Thursday, April 22	School Musical – Wizard of Oz	7:00 PM	Forum
Friday, April 23	Senior Notification Letters	ASAP	Forum
Friday, April 23	School Musical – Wizard of Oz	3:00/7:00	Forum
Monday, April 26	Collaboration – Late Start	8:00 AM	Forum
Monday, April 26	ASAP Committee	3:05 PM	Library
Tuesday, April 27	STAR – Early Dismissal Day	8:00 AM	12:30 Dismissal
Wednesday, April 28	School Site Council	3:05 pm	Gold Room
Wednesday, April 28	Educator of Year Ceremonies	5:30 PM	Santa Ana HS
Friday, April 30	AVID Self-Study	2:00 PM	Roadrunner Room
Saturday, May 1	SAT		Social Studies Wing
Monday, May 3	Instructional Leadership Team (ILT)	3:05 PM	Room 032
Tuesday, May 4	Day of the Teacher	TBA	TBA
Tuesday, May 4	Chevy Aveo Car Display (Perfect Attendance)	7:00 AM	Main Entrance
Thursday, May 6	STAR – Early Dismissal Day	8:00 AM	12:30 Dismissal

Saddleback High School

Parent Meeting

Wednesday, April 21, 2010

Table 1

- How can we increase parent involvement in the student's education? *mejor comunicacion: Maestros, estudiantes, comunidad, informar a los padres sobre proyectos o tareas de los maestros, decir a los padres sentirse bienvenidos, registrar los recados y dejar los papeles en un tiempo apropiado una o 2 semanas despues.*
- How can we improve respectful relationships between staff and students? *tiene que llegar de la casa, reglas mas estrictas, que el maestro no pase la linea que hay - los maestros y alumnos, mejor control dentro del salon de clase y vigilancia de los maestros, rotacion de maestros a diferentes escuelas*
- What would it look like if our school, Saddleback High School, was successful? *de como llegar a un hogar tranquilo y de no sentirnos incremento de estudiantes asia universidades, colegio unidad: maestros, estudiantes, evaluacion de maestros, en el salon*
- ¿Cómo podemos aumentar la participación de los padres en la educación de los alumnos? *tener letreros o de como llegar a un sitio determinado mejor ~~comunicacion~~ comunicacion, llamadas positivas comunicacion o informar cual de los hijos a faltado cuando es mas de uno, ~~hablar 24 hours~~ linea abierta 24 hor*
- ¿Cómo podemos mejorar las relaciones respetuosas entre alumnos y personal?
- ¿Qué veríamos si nuestra escuela, Saddleback, fuese exitosa?

Extra todos estamos mencionando juntas mensuales pero no ponemos atencion de que los ~~as~~ envian un boletin sobre eso que no ~~queremos~~ atendamos a estas es otra cosa.

Saddleback High School

Parent Meeting

Wednesday, April 21, 2010

Table 1

1. How can we increase parent involvement in the student's education?

 - ① Better communication between the school/community
 - ② Teacher/Student communication
 - ③ more welcome
 - ④ Hotline/follow-up
2. How can we improve respectful relationships between staff and students?

 - ① Staff from home
 - ② Strict Rules
 - ③ more structure
 - ④ all students out of most message
 - ⑤ Censor
 - ⑥ office treatment of people
3. What would it look like if our school, Saddleback High School, was successful?

 - ¿Cómo podemos aumentar la participación de los padres en la educación de los alumnos?
 - ¿Cómo podemos mejorar las relaciones respetuosas entre alumnos y personal?
3. ¿Qué veríamos si nuestra escuela, Saddleback, fuese exitosa?

 - ① ~~Graduates~~ Coming home
 - ② More students going to college
 - ③ Teachers work
 - ④ More structures implemented
 - ⑤ more respectful school
 - ⑥ No Greeting
 - ⑦ No Communication
 - ⑧ Negative Phone Calls
 - ⑨ more respect
 - ⑩ Lost respect

② Retention
of Teachers even 2 or 3 years

more successful students—
evaluation of teachers—

Saddleback High School
Parent Meeting
Wednesday, April 21, 2010

Table 2

- How can we increase parent involvement in the student's education?
- What are the barriers to learning in school?
- How might we help students, staff and the community personally "see and feel" the problems students face?

① • ¿Cómo podemos aumentar la participación de los padres en la educación de los alumnos?

① Saddleback - Duplication of the parents to pay more attention to their son/daughter's education ② parents come and meet with the counselors.

② • ¿Cuáles son las barreras para aprender en la escuela?

③ • ¿Cómo podemos ayudar a los alumnos, el personal y la comunidad a "ver y sentir" personalmente los problemas que encaran los alumnos?

More strict with dress code - certain colors, image uniform? - wearing earrings does that affect ~~image~~ less liberty for students. stricter rules for certain more discipline support p teachers taking phones away? 100% as well.

①. The large number of students that are learning English affects the other students' learning.

- Parents take more responsibility in the students' education (mandatory).
- School requires that parents attend meetings through letters.
- Telephone calls.
- Communication with counselors -
- Require parents to come to meeting.
- Have the counselor meet the parents.
- Notice to parents letting parents, monthly, letting parents know the progress.
- Failing students with communication and parents are not responding - establish additional procedures to make parents accountable.

②. Attendance - student's

- Language and learning it.
- friends.
- motivation for the students (How to motivate them?)
- Parents getting involved in the education.
- Parent classes on how to ~~teach~~ help their child succeed - communication? and how so that the parents - meetings both in the morning and afternoon.
- Sending flyers or different options of parent meetings.
- Padres promotores? tip to turn with the student.

③. Separating known problems/behavior separate students. Students may transfer to another classroom if misbehavior.

- Concerns about the dress code?
- academic support after school for the students. provide support in each school.
- Summer school essential for the students.

Saddleback High School
Parent Meeting
Wednesday, April 21, 2010

Table 3

- How can we increase parent involvement in the student's education?
- How might we alter the school day schedule to ensure all students are able to attend and learn?
- What alternative formats for schooling might encourage students to attend and to be engaged?
- ¿Cómo podemos aumentar la participación de los padres en la educación de los alumnos?
- ¿Cómo podemos alterar el horario escolar para que todos los alumnos puedan asistir y aprender?
- ¿Qué formatos escolares alternativos podrían alentar a los alumnos a asistir y a participar?

Table 3

1. Juntas mas frecuentes
 2. Puntos para el alumno por asistir
 3. Juntas exclusivas para los padres de estudiantes reprobando
 4. Escuela mas limpia
 5. Internet con tareas
 - 6
-

1. Almuerzo mas temprano
 2. Mas clases a las 7:00
 3. Escuela de Sabados.
-

1. Juntas mandatorias
2. uniformes
3. Classes upward bound.
4. Mandatorio Corte de Pelo y limpieza
5. Better Haircuts for students

Saddleback High School
ELAC/Parent Club
March 24, 2010
Minutes

- 1.0 Call to Order-Welcome-Sign-in/Bienvenidos y firmen al entrar
The meeting was called to order at 6:10.
- 2.0 Approval of minutes
The minutes from the February 24, 2010 were approved as read. Yolanda Ochoa made the motion to approve and Evangelina Aguilar seconded it. All were in favor.
- 3.0 ELAC Report
Dianne Lamb said that reclassification papers were being distributed to students through their English classes and instructed to take the results home to their parents. She said the District printed certificates of achievement. She is going to encourage students to put them in their portfolios.
- 4.0 Parent Club Report
Parent Club reported a balance on hand of \$390.84. The next fund raiser will be during Open House. The members will sell nachos and water.
- 5.0 Principal's Report
Dr. Laxton gave an update on the facilities. Saddleback will generate 80% of their electricity by July through the Chevron contract with the District. Seven 20' X 20' solar pavilions will be installed in the quad. Also the old portables will be removed during spring break. Saddleback will have modernization on 2 to 3 years.
Dr. Laxton gave an overview of the instructional program. Even though we are one of the schools placed on the low performing schools list, we are making progress. We raised our API score by 35 points. We focused on structures and predictability with the staff and students. We added 20 modified Mondays to give teachers time to discuss curriculum, developing assessments look at data and teaching strategies that will engage students. We increased electronic communication. We added academic interventions such as ASAP and the CAHSEE Success Program. We developed a new action plan and tardy policy.
Dr. Laxton discussed the four options for low performing schools. He assured the parents that they would be involved in making the decisions.
- 6.0 Presentation by Padres Promotores
Dianne Lamb introduced the Padres Pomotores and thanked them for making phone calls to our parents to notify them of the meeting. The representatives from the Padres Promotores presented information on the requirements on high school graduation. They stressed being involved and knowledgeable. They encouraged parents to spend time with their children and to spend time at their school.
- 7.0 Adjournment
There being no further business, the meeting was adjourned at 7:40.

Table 3

Saddleback High School
ELAC/Parent Club
April 21, 2010
Agenda

- 1.0 Sign in/Call to order/Welcome Bienvenidos y firmen al entrar
- 2.0 Approval of Minutes of March 24 meeting
- 3.0 Dr. Laxton - Persistently Low Achieving Schools (PLAS)
- 4.0 Adjournment

1. Junta ma, frequency
 2. Points / credits for attendance at mtgs-
 3. Speech hrs for failing students
w/ invitation
 4. - cleaner restrooms
 5. Website w/ Hw
 - 6.
-

1. Charge Lunch
 - 2 - more classes at 7:00 Am.
 3. Saturday School for Remediation
 - 4.
-

1. Mandatory Parent meetings
2. School uniforms
3. 'Lpward Bound
Support Skills classes

**Saddleback High School
Parent Meeting
Wednesday, April 21, 2010**

Table 4

- How can we increase parent involvement in the student's education?
- How can we create classrooms that encourage student input and interaction?
- What measures should we use to monitor school progress? (accountability)
- ¿Cómo podemos aumentar la participación de los padres en la educación de los alumnos?
- ¿Cómo podemos crear salones de clases que fomenten participación e interacción estudiantil?
- ¿Qué medidas debemos usar para vigilar el progreso escolar? (rendición de cuentas)

Table 4

1. Have teacher use District website to post curriculum, assignments and syllabus
Better communication - parent, teacher, school
Use more technology for communication
Parents make sure students are doing everything
Call parents sooner if something is missing or wrong
Get homework faster if absent after
Make appointments with counselor
Require parent signature on communication
2. Raise hand and ask questions
More applied knowledge - practical
No boring lectures
Use different methodologies
Rewards, money, tickets to Angel game or ^{le} _{lt}
events, pizza party
Complete all assignments
Stress education for students' futures
Tutoring after school
3. Create cycle reports - weekly, monthly, instead of after six weeks
Teachers call parents when student is absent, failing or not working
Parents call teachers to check on students

Saddleback High School

Instructional Leadership Team (ILT)

Monday, May 3, 2010

3:05 PM/Room 032

Welcome

- **Significant Events**
- **May 5 walk-outs**
- **Car Show (Sunday, May 23)**
- **Valedictorian – Bryan Lao (UC Berkeley/4.720)**
- **Salutatorian – Steven Nguyen (UCLA/4.680)**
- **Simon Scholars – Friday, May 7**
- **2011 Student Agendas**
- **PBIS (Launch May 26)/Safe & Civil Schools/Single School Culture**
- **Thinking Maps/Pivot Training**
- **PLAS (Information)/School Improvement Grant (SIG)**
- **Buy-Back Days**

Important Dates

Date	Activity	Time	Notes
Tuesday, May 4	AP Spanish Language		Regular Schedule
Tuesday, May 4	Day of the Teacher – Continental Breakfast	7:00-9:00 AM	Staff Lounge
Tuesday, May 4	Chevy Aveo Car Display (Perfect Attendance)	7:00 AM	Main Entrance
Wednesday, May 5	AP Calculus		Regular Schedule
Wednesday, May 5	ELAC/Parent Club	6:00 PM	Library
Thursday, May 6	CST Mathematics – Early Dismissal Day	8:00 AM	12:30 Dismissal
Thursday, May 6	AP English Literature		12:30 Dismissal
Friday, May 7	AP Euro History, AP US History, AP Art		Regular Schedule
Friday, May 7	12 Week Grades - End		
Monday, May 10	Collaboration – Late Start	8:00 AM	Forum
Monday, May 10	AP Biology		Modified Monday
Tuesday, May 11	AP Chemistry, AP Psychology		Regular Schedule
Tuesday, May 11	CAHSEE ELA – May Make-ups	8:00 AM	Gym
Tuesday, May 11	SAUSD Board Meeting	6:00 PM	SIG Draft
Wednesday, May 12	AP English Language		Regular Schedule
Wednesday, May 12	CAHSEE Math – May Make-ups	8:00 AM	Gym
Wednesday, May 12	School Site Council	3:05 pm	Gold Room
Thursday, May 13	API Index Released		
Thursday, May 13	AP Economics		Regular Schedule
Thursday, May 13	Band Spring Concert	7:00-8:00 PM	Forum
Friday, May 14	AP Spanish Literature		Regular Schedule
Saturday, May 15	Prom – Centre @ Sycamore Plaza		Lakewood

Positive Behavioral Interventions and Supports (PBIS)

When applied at the School-wide level is frequently called: Sw-PBS or Sw-PBIS. For the remainder of this article Sw-PBS will be used when referring to School-wide Positive Behavior Support. Sw-PBS refers to a systems change process for an entire school or district. The underlying theme is teaching behavioral expectations in the same manner as any core curriculum subject. Typically, a team of approximately ten representative members of the school will attend a two or three day training provided by skilled trainers. This team will be comprised of administrators, classified, and regular and special education teachers.

The school will focus on three to five behavioral expectations that are positively stated and easy to remember. In other words, rather than telling students what not to do, the school will focus on the preferred behaviors. Here are some examples from other schools:

- Respect Yourself, Respect Others, and Respect Property
- Be Safe, Be Responsible, Be Respectful
- Respect Relationships and Respect Responsibilities

After the Sw-PBS team determines the 3-5 behavioral expectations that suit the needs of their school, they will take this information back to the staff to ensure at least 80% of the staff buy into the chosen expectations. Consistency from class to class and adult to adult is very important for successful implementation of Sw-PBS.

The team will then create a matrix of what the behavioral expectations look like, sound like, and feel like in all the non-classroom areas. This would be filled out for each non-classroom area and each behavioral expectation. The Sw-PBS team would take the matrix back to the whole staff to ensure 80% buy-in from the entire staff on what expectations are taught in each area.

Another primary activity for the Sw-PBS team is determining how the behavioral expectations and routines will be taught in and around the school. There are many lesson plans available for teaching respect, responsibility etc. This website has many examples available under the primary level. Many schools choose to use several days at the beginning of each year to take the students around the school to stations, where the skills are taught in setting specific locations. For example, a bus may be brought to the school and the children will practice lining up, entering the bus, sitting on the bus, and exiting the bus using hula hoops to denote proper body space distance in lining up to enter the bus.

The next activity the Sw-PBS team will begin is the fine tuning of the office discipline referral form. The team will decide "What behaviors are an instant trip to the office and what behaviors are taken care of in the classroom." It is very important that every staff member is consistent. If it is not permissible to use a cell phone in band class then it has to not be permissible in art class.

Many schools choose to use School-wide Information System (SWIS). This is a web based program which graphs office discipline referral data. This program creates instant graphs for behavioral incidents per day- per month, time of day, specific behaviors, location and by specific student. The graphing program provides many other options. For more information on SWIS, please visit www.swis.org

Another activity for the Sw-PBS team is to determine a "gotcha" program. The gotchas are a system for labeling appropriate behavior. This website has many examples of gotchas in the primary section. Some schools use NCR paper for gotchas with one copy going home to parents, one to the classroom teacher, and one to the principal for weekly drawings.

The Benchmarks of Quality for SWPBS has been developed in Florida's Positive Behavior Support project. The tool is designed to access and monitor PBS team activities. The document includes 1) Top 17 Classroom Management Strategies that should be emphasized in every classroom, 2) Effective Teaching Strategies, 3) Promoting Positive & Effective Learning Environments Classroom Checklist, 4) Effective Classroom Plan, and 5) ENVIRONMENTAL INVENTORY Checklist.

Classroom Management Self-Assessment measures extent to which effective classroom management practices are in place. The assessment consists of 10 items to check.

The EBS Survey is used by school staff for initial and annual assessment of effective behavior support systems in their school. The survey examines the status and need for improvement of three behavior support systems: (a) school-wide discipline, (b) non-classroom management systems, and (c) systems for individual students engaging in chronic behaviors.

The checklist measures the climate of the school for parent involvement, learning activities at home, communication with parents/families, and parent involvement at school.

The FACTS is a two-page interview used by school personnel who are building behavior support plans. The FACTS is intended to be an efficient strategy for initial functional behavioral assessment. The FACTS is completed by people (teachers, family, clinicians) who know the student best, and used to either build behavior support plans, or guide more complete functional assessment efforts. The FACTS can be completed in a short period of time (5-15 min). Efficiency and effectiveness in completing the forms increases with practice.

The F-BSP is a planning tool for used by school personnel who are building a behavior support plan using function based behavioral assessment. This form was written by Horner and Crone 2005. This also has a Competing Pathway Chart or Competing Behavior Chart available for planning purposes.

The Oregon School Safety Survey is an instrument developed to obtain an efficient index of perceived school safety. This survey provides a summary of "risk factors" and "protective factors" that can be useful in determining training and support needs related to school safety and violence prevention.

The School-wide Evaluation Tool (SET) is designed to assess and evaluate the critical features of school-wide effective behavior support across each academic school year. The SET results are used to: 1) assess features that are in place, 2) determine annual goals for school-wide effective behavior support, 3) evaluate on-going efforts toward school-wide behavior support, 4) design and revise procedures as needed, and 5) compare efforts toward school-wide effective behavior support from year to year. Information necessary for this assessment tool is gathered through multiple sources including review of permanent products, observations, and staff (minimum of 10) and student (minimum of 15) interviews or surveys.

Buy-Back Days

Fifteen hours will be offered for staff development. Proposal 1 = nine site hours + 6 district hours. Proposal 2 = fifteen site hours for PLAS schools. Buy-back days must be staff development hours such as working with student achievement data. We would like to use Pivot Schools for presenters.

List of Scheduled Meetings

Monday, May 10	Modified Monday	8:00 – 9:00 AM
Monday, May 24	Modified Monday	8:00 – 9:00 AM
Monday, June 07	Modified Monday	8:00 – 9:00 AM
Monday, June 14	ILT Meeting (culmination)	3:05 PM

District Make-up Sessions (District-Driven Curriculum)

Saturday, May 22	Workshop A/Workshop B	3 hours – AM/PM
Saturday, June 05	Workshop A/Workshop B	3 hours – AM/PM
Tuesday, June 22	Workshop A/Workshop B	3 hours – AM/PM
Wednesday, June 23	Workshop A/Workshop B	3 hours – AM/PM

Buy-Back Days (Proposed Schedule)

Monday, May 10	2.5 hours	3:00 PM – 5:30 PM
Monday, May 17	2.5 hours	3:00 PM – 5:30 PM
Monday, May 24	2.5 hours	3:00 PM – 5:30 PM
Monday, June 07	2.5 hours	3:00 PM – 5:30 PM
Saturday, June 05	5.0 hours	9:00 AM – 2:00 PM
Total	15 hours	

Modified Monday – Staff Collaboration

Monday, May 10, 2010

8:00 AM – 9:00 AM

Forum

Welcome

- Chevy Aveo Display – Perfect Attendance
- School Compact/Parent Involvement/School Site Council
- Senior Surveys – ASAP Classes
- Senior Portfolio Interviews
- Senior Bulletin
- SHS Custom Car & Bike Show
- CAHSEE/STAR
- Chevron Energy Solutions

PBIS/OCDE Training

- Site Team should be eight members, including principal, counselor, regular & special education teachers, and classified. Five members will attend PBIS Launch at OCDE on Wednesday, May 26 (all Day).
- Learn how to implement a “Systems Change” Model for school-wide discipline (3 years).
- Learn best practices for working with Tier I, Tier II, and Tier III level behaviors in the classroom and on campus.
- Develop, teach and reinforce clear positive behavioral expectations.
- Use a data collection system to monitor and assess needs and guide decision making for school-wide and individual interventions.
- Develop systems to support families.
- Establish a positive proactive climate to promote academic success and school safety for all students.

Buy-Back Hours

- Overview

SAEA

Important Dates

Date	Activity	Time	Notes
Monday, May 10	2.5 Buy-Back Staff Development	3:00-5:30	Forum
Tuesday, May 11	AP Chemistry, AP Psychology	8:00 AM/12:00	HEC/Library
Tuesday, May 11	CAHSEE ELA – May Make-ups	8:00 AM	Gym
Tuesday, May 11	Senior Surveys – Return to HEC	ASAP	Due Friday, 5/14
Tuesday, May 11	SAUSD Board Meeting	6:00 PM	SIG Draft/Art Work
Wednesday, May 12	AP English Language	8:00 AM	HEC/Library
Wednesday, May 12	CAHSEE Math – May Make-ups	8:00 AM	Gym
Wednesday, May 12	School Site Council	3:05 pm	Gold Room
Thursday, May 13	API Index – Released	10:00 AM	CDE
Thursday, May 13	AP Economics	8:00 AM	HEC/Library
Thursday, May 13	Spring Concert – Band	7:00 PM	Forum
Friday, May 14	AP Spanish Literature	8:00 AM	HEC
Saturday, May 15	Prom Pictures	5:00-7:00 PM	Forum
Saturday, May 15	Prom – Centre @ Sycamore Plaza	8:00-12:00 AM	Lakewood
Monday, May 17	2.5 Buy-Back Staff Development	3:00-5:30 PM	Forum
Wednesday, May 19	Senior Portfolio Interviews	8:00-10:00 AM	Campus
Thursday, May 20	Senior Portfolio Interviews	8:00-10:00 AM	Campus
Thursday, May 20	District Top 100 Ceremony	5:30 PM	
Saturday, May 22	District Buy-Back Sessions A/B	8:00-3:00 PM	Location: TBA
Sunday, May 23	Saddleback Car & Bike Show	10 AM – 4 PM	SHS Campus
Monday, May 24	Collaboration – Late Start	8:00 AM	TBA
Monday, May 24	2.5 Buy-Back Staff Development	3:00-5:30 PM	Forum
Tuesday, May 25	Classified Meeting	9:00 AM	Staff Lounge
Tuesday, May 25	SAUSD Board Meeting	6:00 PM	SIG Final/Longevity
Wednesday, May 26	Algebra Staff Development	All Day	Teacher Release
Wednesday, May 26	PBIS Launch	All Day	OCDE
Wednesday, May 26	Spring Sports Assembly		2-Assembly Schedule
Thursday, May 27	VAPA Release Day		Teacher Release
Thursday, May 27	SHS Department Awards	6:00 PM	Forum
Friday, May 28	Algebra Essentials Staff Development	All Day	Teacher Release
Monday, May 31	Memorial Day Holiday		No School
Tuesday, June 1	District SIG Application – Due		CDE
Thursday, June 3	SHS Senior Scholarships Night	6:00/6:30	Forum
Saturday, June 5	SAT		Social Studies
Saturday, June 5	5.0 Buy-Back Staff Development	9:00-2:00 PM	Forum
Saturday, June 5	District Buy-Back Session C	8:00-11:00 AM	Location: TBA
Monday, June 7	Collaboration – Late Start	8:00 AM	TBA
Monday, June 7	2.5 Buy-Back Staff Development	3:00-5:30	Forum
Monday, June 14	Senior Failures – Due	8:00 AM	HEC
Monday, June 14	ILT Meeting	3:05 PM	Room 032
Tuesday, June 15	Senior Meeting	8:00 AM	Gym
Wednesday, June 16	Final Schedule – Periods 2 & 3	8:00-12:28 PM	
Wednesday, June 16	Commencement Rehearsal	12:00-1:15 PM	SA Bowl
Wednesday, June 16	Pre-Grad & Disneyland Grad Night		Quad
Thursday, June 17	Final Schedule – Periods 4 & 5	8:00-12:28 PM	
Friday, June 18	Final Schedule – Periods 6 & 7	8:00-12:28 PM	
Friday, June 18	Commencement	1:00 PM	SA Bowl
Monday, June 21	Teacher Duty Day/Diploma Distribution		
Tuesday, June 22	District Buy-Back Sessions B/A	8:00-3:00 PM	Location: TBA
Wednesday, June 23	District Buy-Back Session C	8:00-11:00 AM	Location: TBA

SENIOR INTERVIEWS	From	To	
WARNING	9:54	10:00	6
PERIOD 2	10:00	10:38	38
PERIOD 3	10:44	11:22	38
PERIOD 4	11:28	12:06	38
LUNCH 5A	12:06	12:39	33
PERIOD 5A	12:45	1:23	38
PERIOD 5B	12:12	12:50	38
LUNCH 5B	12:50	1:23	33
PERIOD 6	1:29	2:07	38
PERIOD 7	2:13	2:51	38

SENIOR CLEARANCE CARDS

Senior Clearance Cards will be distributed Tuesday, June 1st. Cards must be completely signed and returned to Student Activities by Friday, June 11th at 3:00 PM.

SENIOR TEXTBOOK RETURN

June 1 – June 4	Classes return books to Room 102
June 7 – June 11	Students return books to Library
after June 4	Late fee assigned

SENIOR FINALS

Date	Activity	Activity
Thursday, June 3	English (All levels)	Social Science (10/11 grades)
Friday, June 4	English (All levels)	Social Science (10/11 grades)
Monday, June 7	Math	Foreign Language
Tuesday, June 8	Math	Foreign Language
Wednesday, June 9	Government/Economics	Home Economics
Thursday, June 10	Science	Psychology/Electives
Friday, June 11	Science	Psychology/Electives
Monday, June 14	Senior Failure Day	8:00 AM Deadline

SEMESTER FINALS	From	To	
WARNING	7:54	8:00	6
PERIOD 2/4/6	8:00	10:05	125
BREAK	10:05	10:17	12
PERIOD 3/5/7	10:23	12:28	125

Positive Behavioral Interventions and Supports

Positive Behavioral Interventions and Supports (PBIS) refers to a systems change process for an entire school or district. The underlying theme is teaching behavioral expectations in the same manner as any core curriculum subject. Typically, a team of approximately ten representative members of the school will attend a two or three day training provided by skilled trainers. This team will be comprised of administrators, classified, and regular and special education teachers.

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The next activity the team will begin is the fine tuning of the office discipline referral form. The team will decide "What behaviors are an instant trip to the office and what behaviors are taken care of in the classroom." It is very important that every staff member is consistent. If it is not permissible to use a cell phone in band class then it has to not be permissible in art class.

Buy-Back Hours

The following information was developed in accordance with the Staff Development Buy-Back Days for the 2009-2010 School Year Memo, dated May 4, 2010 and discussions held with the Saddleback High School Instructional Leadership team (ILT) on Monday, May 3, 2010.

Guidelines

- PLAS schools can offer 15 hours of staff development from May 10-June 23.
- These buy-back hours must be focus on curriculum and instruction areas such as assessments, protocols for data analysis, implications for effective instruction, etc.
- The required 15 hours combined with the remaining staff collaboration meetings represent an excellent opportunity to address items in our WASC Action Plan, Single Plan for Student Achievement, and School Improvement Grant (SIG).
- We plan to partner with Pivot Schools to help facilitate these staff development activities in the Saddleback Forum.
- Per HR, it will be necessary for certificated staff to attend the entire staff development session (either 2.5 hours or 5 hours) to earn credit. Partial credit will not be given.
- Light refreshments will be provided on the four 2.5 hour Mondays.
- We are looking into the possibility of a "working lunch" for Saturday, June 05.

Saddleback High School Buy-Back Hours

Monday, May 10	2.5 hours	3:00 PM – 5:30 PM
Monday, May 17 *	2.5 hours	3:00 PM – 5:30 PM
Monday, May 24	2.5 hours	3:00 PM – 5:30 PM
Monday, June 07	2.5 hours	3:00 PM – 5:30 PM
* No ASAP Committee Meeting on Monday, May 17 – to be rescheduled		
Saturday, June 05	5.0 hours	9:00 AM – 2:00 PM
Saddleback Total	15.0 Hours	

District Buy-Back Make-up Sessions

Saturday, May 22	Workshop A/Workshop B	8:00 – 11:00/12:00 – 3:00
Saturday, June 05	Workshop C	8:00 AM – 11:00 AM
Tuesday, June 22	Workshop B/Workshop A	8:00 – 11:00/12:00 – 3:00
Wednesday, June 23	Workshop C	8:00 AM – 11:00 AM

Staff Collaboration Meetings (No Credit)

Monday, May 10	Modified Monday	8:00 AM – 9:00 AM
Monday, May 24	Modified Monday	8:00 AM – 9:00 AM
Monday, June 07	Modified Monday	8:00 AM – 9:00 AM

Site Outcomes

- Develop common understanding and terms regarding data
- Know our students – demographics to student performance
- Know the stakeholder's sense of the school
- Use data to make decisions
- Establish the relationship of data to effective instructional planning and delivery

2.5 Staff Development

Monday, May 10, 2010

3:00 PM – 5:30 PM

Forum

Welcome

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Saddleback High School Buy-Back Hours

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Monday, May 17 *	2.5 hours	3:00 PM – 5:30 PM
Monday, May 24	2.5 hours	3:00 PM – 5:30 PM
Monday, June 07	2.5 hours	3:00 PM – 5:30 PM
* No ASAP Committee Meeting on Monday, May 17 – to be rescheduled		
Saturday, June 05	5.0 hours	9:00 AM – 2:00 PM
Saddleback Total	15.0 Hours	

District Buy-Back Make-up Sessions

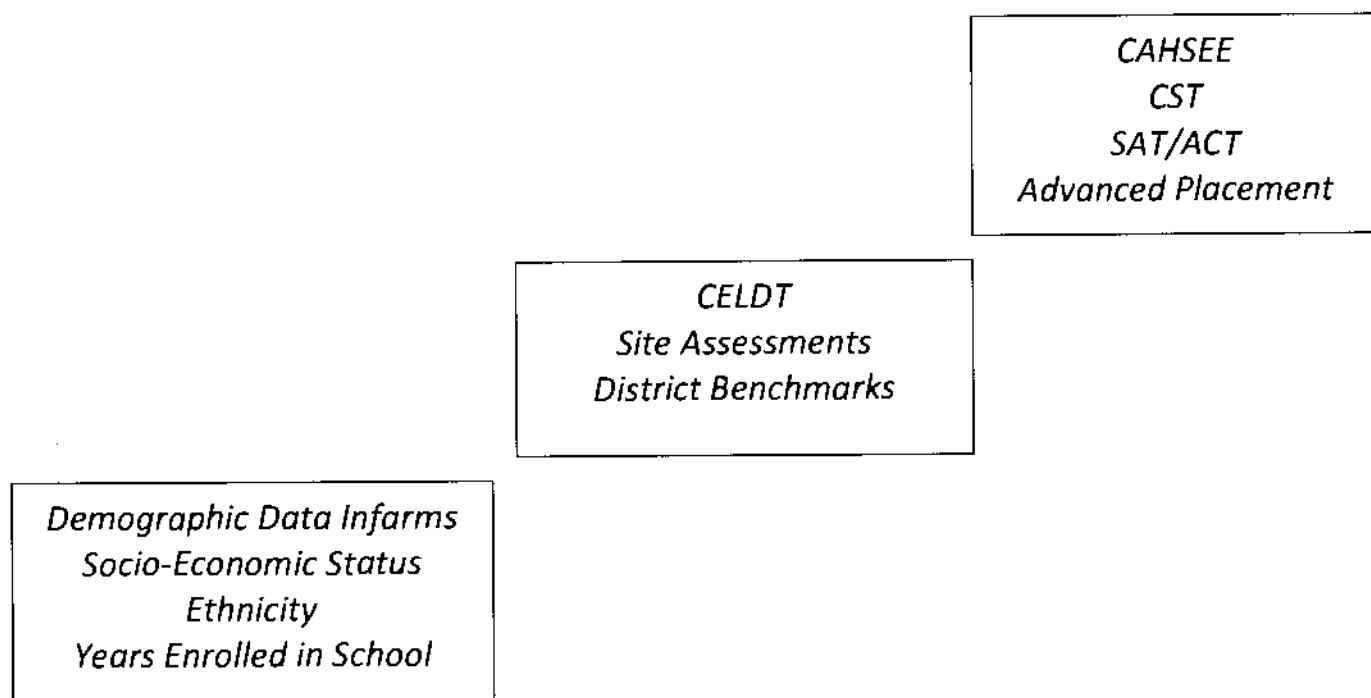
Saturday, May 22	Workshop A/Workshop B	8:00 – 11:00/12:00 – 3:00
Saturday, June 05	Workshop C	8:00 AM – 11:00 AM
Tuesday, June 22	Workshop B/Workshop A	8:00 – 11:00/12:00 – 3:00
Wednesday, June 23	Workshop C	8:00 AM – 11:00 AM

Site Outcomes

- Develop common understanding and terms regarding data
- Know our school – demographics to student performance
- Know the stakeholder's sense of the school
- Use data to make decisions
- Establish the relationship of data to effective instructional planning and delivery

Establishing the Relationships between Data

"Never look at demographic data as an excuse – keep as an explanation."



Types of Data

- Using Data in the Classroom: Three Kinds of Data
- Outcome Data – Demographic Data – Process Data
- Article Regarding Two Types of Data

Guiding Questions - Article

What are the two major characteristics of Outcome Data?

What are the three categories of Process Data?

What is the relationship between Process and Outcome Data?

What aha's do you have?

Saddleback High School - Demographic Data

Today we will be examining demographic data from the Saddleback High School - School Profile, 2008-2009 and the 2008-09 Growth Academic Performance Index (API) Chart.

Data Tables

1. School Enrollment Trends
2. Demographics of Enrollment
3. Percent Actual Enrollment
4. Number of Suspensions and Expulsions
5. Number of Students, Reported as Dropout
6. 12th Grade Graduates Completing All Courses for UC/CSU Entrance
7. Number & Percent of Students Receiving Free & Reduced Lunch Meals
8. Average Class Size & pupil Teacher Ratio
9. Classroom Teacher Credential Report
10. Teacher Experience Report
11. Staffing
12. Language Census (R30)
13. 2008-09 Growth Academic Performance Index (API) Chart

Establishing the Value and Usefulness of the Data

In your groups, please use the paper rulers to examine the **demographic data** – looking at the information both horizontally and vertically. Use the following questions for each of the data tables & API Chart:

- Why was this data selected for analysis?
- How does it provide us with necessary information to diagnose the students' instructional needs?
- What do we want to know as a result of examining this data?
- What questions do you have? What aha's do you have?

Table Groups Report Out.

B. In your groups, please answer the following questions for the Stakeholders Sense of the School

- Why was this data selected for analysis?
- How does it provide us with necessary information to diagnose the students' instructional needs?
- What do we want to know as a result of examining this data?
- What questions do you have? What aha's do you have?

Table Groups Report Out.

Site Schedule

- **Monday, May 10, 2010/SD Credit**
 - 3:00 PM – 5:30 PM
 - Types of Classroom Data – Outcome/Demographic/Process
 - Examining Demographic Data – Saddleback High School
 - Establishing the Value & Usefulness of the Data
- **Monday, May 17, 2010/SD Credit**
 - 3:00 PM – 5:30 PM
 - CELDT Presentation
 - 90/90/90 Schools: A Case Study – Chunking the Article
 - Review of Data Protocol – Developing Good Habits
- **Monday, May 24, 2010**
 - 8:00 AM – 9:00 AM
 - Examining the Stakeholder's Sense of the School
- **Monday, May 24, 2010/SD Credit**
 - 3:00 PM – 5:30 PM
 - Examining the Stakeholder's Sense of the School
- **Saturday, June 5, 2010/SD Credit**
 - 9:00 AM – 2:00 PM
 - Data Protocol – Examining Classroom Data
 - Implications for Instructional Practices & Student Engagement
- **Monday, June 7, 2010**
 - 8:00 AM – 9:00 AM
 - Building the Foundation/Sustainability
 - ✓ Professional Agreements
 - ✓ WASC Action Plan
 - ✓ Characteristics of 90/90/90 Schools
 - ✓ Stakeholders Sense of the School
 - ✓ SIG Transformational Model
- **Monday, June 7, 2010/SD Credit**
 - 3:00 PM – 5:30 PM
 - Working with the Site Plan
 - Master Schedule Development
- **July, 2010/Categorical Funding**
 - TBA
 - Working with the Site Plan
 - Building Capacity

Modified Monday – Staff Collaboration

Monday, May 24, 2010

8:00 AM – 9:00 AM

Forum

Welcome

- Congrats
 - Senior Portfolio Interviews
 - SHS Custom Car & Bike Show
 - MESA
 - Longevity Recognition
- Santa Ana Partnership Surveys - Senior ASAP Classes
- Program Verification – Procedures
- Finals Schedule – 2/4/3/6/5/7
- School Safety
- Transcripts
- SAEA

Collaboration Activity - Stakeholder's Sense of the School

- Staff, student, and parent responses submitted for the School Improvement Grant (SIG) will be used to develop priority items for inclusion in the site plan.
- The five areas of the SIG are: Curriculum and Instruction, Culture and Environment, Organization, Staff and Leadership, Parent and Community Partnerships.
- Table groups will use the data protocol to examine staff, student, and parent responses from each of the five areas.
- Table groups will develop three (3) Priority Items for each area.
- Table groups will report out their (3) Priority Items. The priority items will be recorded and discussed at the next ILT Meeting.
- Items will included in "Building the Foundation/Sustainability" scheduled for Monday, June 7.

Data Protocol

1. Why was this data selected for analysis?
2. How will this data help us diagnose students' instructional needs?
3. What commonalities do you observe between the responses of the three groups?

Important Dates

Date	Activity	Time	Notes
Monday, May 24	Collaboration – Late Start	8:00 AM	Forum
Monday, May 24	2.5 Buy-Back Staff Development	3:00-5:30 PM	Forum
Tuesday, May 25	Algebra Essentials Staff Development	All Day	Teacher Release
Tuesday, May 25	2010-11 Program Verification Letters	9/10/11 ASAP	"Distribute Letters"
Tuesday, May 25	Pre-ISUS Meeting/Potential Non-Grads	10:00 AM	Forum
Tuesday, May 25	Pre-ISUS Meeting/Potential Non-Grads	6:00 PM	Forum
Tuesday, May 25	SAUSD Board Meeting	6:00 PM	SIG Final/Longevity
Wednesday, May 26	Algebra/Support Staff Development	All Day	Teacher Release
Wednesday, May 26	PBIS Launch	All Day	OCDE
Wednesday, May 26	Spring Sports Assembly		2-Assembly Schedule
Thursday, May 27	VAPA Framework - Release Day		Teacher Release
Thursday, May 27	Classified Meeting	9:00 AM	Staff Lounge
Thursday, May 27	2010-11 Program Verification Letters	9/10/11 ASAP	"Return Letters"
Thursday, May 27	SHS Department Awards	6:00 PM	Forum
Friday, May 28	NJROTC Pass & Review		
Monday, May 31	Memorial Day Holiday		No School
Tuesday, June 1	Distribution - Senior Clearance Cards	ASAP	Due – Friday, 6/11/10
Tuesday, June 1	District SIG Application – Due		CDE
Wednesday, June 2	Algebra/Support Staff Development	All Day	Teacher Release
Thursday, June 3	Senior Finals – English (All) & SS (10/11)	Day 1	Day 2 – Friday, 6/4/10
Thursday, June 3	English Pathway Staff Development	All Day	Teacher Release
Thursday, June 3	SHS Senior Scholarships Night	6:00/6:30 PM	Forum
Friday, June 4	Algebra Essentials Staff Development	All Day	Teacher Release
Saturday, June 5	SAT		Social Studies
Saturday, June 5	5.0 Buy-Back Staff Development	9:00-2:00 PM	Forum
Saturday, June 5	District Buy-Back Session C	8:00-11:00 AM	Location: TBA
Monday, June 7	Collaboration – Late Start	8:00 AM	TBA
Monday, June 7	Senior Finals – Math/Foreign Language	Day 1	Day 2 – Tuesday, 6/8/10
Monday, June 7	2.5 Buy-Back Staff Development	3:00-5:30 PM	Forum
Wednesday, June 9	Senior Finals - Government/Economics	All Day	
Thursday, June 10	Senior Finals – Science/Psych/Electives	Day 1	Day 2 – Friday, June 11
Monday, June 14	Senior Failures – Due	8:00 AM	HEC
Monday, June 14	ILT Meeting	3:05 PM	Room 032
Tuesday, June 15	Senior Meeting/Green & Gold List	8:00 – 11:00 AM	Gym
Wednesday, June 16	Final Schedule – Periods 2 & 4	8:00-12:28 PM	
Wednesday, June 16	Commencement Rehearsal	12:00-1:15 PM	SA Bowl
Wednesday, June 16	Pre-Grad & Disneyland Grad Night	7:00 - 9:00 PM	Quad
Thursday, June 17	Final Schedule – Periods 3 & 6	8:00-12:28 PM	
Friday, June 18	Final Schedule – Periods 5 & 7	8:00-12:28 PM	
Friday, June 18	Commencement	1:00 PM	SA Bowl
Monday, June 21	Teacher Duty Day/Diploma Distribution		Diplomas @ 10:00
Tuesday, June 22	District Buy-Back Sessions B/A	8:00-3:00 PM	Location: TBA
Wednesday, June 23	District Buy-Back Session C	8:00-11:00 AM	Location: TBA

Procedures for Program Verification Letters

On **Tuesday, May 25th, 2010**, during ASAP, students in grades 9-11 will receive their Program Verification Letter sheets so that they can review their requested courses for the 2010-2011 school year. This will be the last opportunity we have to check class requests prior to program verification in August, so it is imperative that you review the information below before giving your students directions on Tuesday. You will receive the sheets, with your ASAP roster attached, in your box Monday, May 24th, 2010 by the end of the school day.

1. Distribute the "Program Verification Letters" to your ASAP class, and ask students to review their course requests for any problems. (Note: The courses listed are those reviewed by the student and counselor during registration.) Additionally, please have students verify that they have a SEMINAR section listed and that they are in the correct grade (9th, 10th, 11th or 12th). (SEMINAR is the new title for ASAP) If they are missing a SEMINAR section, please have students write "Missing SEMINAR" on the program verification letter. (Please see attachment for sample of letter.)
2. If a student requested a class and it is not on the letter, it could be because:
 - A. The student requested a class that needed teacher permission, and the student did not receive approval for the class.
 - B. The student was scheduled into a required course instead (If the required course is made up during summer school, the course selection will be changed during ("Roadrunner Return").
 - C. The class was accidentally omitted or the wrong course number was entered.
3. Ask students who do not have problems with their cards to sign them and return them to you immediately. Please keep all the sheets until you have collected them all and return them on Thursday, May 27th.
4. If a student notices a problem with his/her Course Requests, direct the student to write a very brief description of the problem on the bottom of the sheet. **Do not send the student to the Counseling Center.** The student must also have a parent/guardian sign the ("Program Verification Letter"). The student must return the sheet on/before Thursday, May 27, 2010.
5. Return these sheets, in alpha order, to Ms. Nolan (HEC) by noon on Thursday, May 27, 2010.
6. If a student has been absent and **has not been able to sign** the letter, please write **absent** on the sheet and return them with all the signed sheets on Thursday, May 27, 2010.
7. *If you believe that a student is placed incorrectly due to grade or proficiency level, **do not send the student to the Counseling Center.** Have the student check the box, at the bottom of the form, "NO, MY COURSE REQUEST IS INCORRECT" and explain the problem. The student must **also** take the form home, get a parent/guardian signature, and return it to you by Thursday, May 27, 2010. (Updated as of 5-23)*
8. Changes that result from this process or from courses passed in summer school will be reflected at program verification in August ("Roadrunner Return").
9. Questions should be directed to the appropriate counselor:

GRADE LEVEL	ALPHA/PROGRAM	COUNSELOR	EXTENSION
Grade 9	A - Z	Ms. Medrano	62976
Grade 10	A - Z	Ms. Echanique	62950
Grade 11 & 12	A - F, Puente	Mr. Martinez	62937
Grade 11 & 12	G - Q	Ms. Quezada	62955
Grade 11 & 12	R - Z, AVID	Ms. Sachs	62945

2.5 Staff Development

Monday, May 24, 2010

3:00 PM – 5:30 PM

Forum

Welcome

Stakeholder's Sense of the School

- Staff, student, and parent responses submitted for the School Improvement Grant (SIG) will be used to develop priority items for inclusion in the site plan.
- ▶ • The five areas of the SIG are: Curriculum and Instruction, Culture and Environment, Organization, Staff and Leadership, Parent and Community Partnerships.
- Table groups will use the data protocol to examine staff, student, and parent responses from each of the five areas.
- Table groups will develop three (3) Priority Items for each area.
- Table groups will report out their (3) Priority Items. The priority items will be recorded and discussed at the next ILT Meeting.
- Items will included in the "Building the Foundation/Sustainability" scheduled for Monday, June 7.

Data Protocol

1. Why was this data selected for analysis?
2. How will this data help us diagnose students' instructional needs?
3. What commonalities do you observe between the responses of the three groups?

90/90/90 Schools: A Case Study – Chunking the Article

- Main ideas from Last Monday
- Other Case Studies
- Continue with the article

Site Outcomes

- Develop common understandings, terms and protocols regarding data
- Understand and use outcome/demographic/process data
- Know our school – demographics to student performance
- Know the stakeholder's sense of the school
- Use data to make decisions
- Establish the relationship of data to effective instructional planning and delivery

Site Schedule

- **Monday, May 10, 2010/SD Credit**
 - 3:00 PM – 5:30 PM
 - Types of Classroom Data – Outcome/Demographic/Process
 - Examining Demographic Data – Saddleback High School
 - Establishing the Value & Usefulness of the Data
- **Monday, May 17, 2010/SD Credit**
 - 3:00 PM – 5:30 PM
 - CELDT Presentation
 - 90/90/90 Schools: A Case Study – Chunking the Article
 - Review of Data Protocol – Developing Good Habits
- **Monday, May 24, 2010**
 - 8:00 AM – 9:00 AM
 - Examining the Stakeholder's Sense of the School
- **Monday, May 24, 2010/SD Credit**
 - 3:00 PM – 5:30 PM
 - Examining the Stakeholder's Sense of the School
- **Saturday, June 5, 2010/SD Credit**
 - 9:00 AM – 2:00 PM
 - 90/90/90 Schools: A Case Study – Chunking the Article
 - Data Protocol – Examining Student Achievement Data
 - Implications for Instructional Practices & Student Engagement
- **Monday, June 7, 2010**
 - 8:00 AM – 9:00 AM
 - Building the Foundation/Sustainability
 - ✓ Professional Agreements
 - ✓ WASC Action Plan
 - ✓ Characteristics of 90/90/90 Schools
 - ✓ Stakeholders Sense of the School
 - ✓ SIG Transformational Model
- **Monday, June 7, 2010/SD Credit**
 - 3:00 PM – 5:30 PM
 - Working with the Site Plan
 - Master Schedule Development
- **July, 2010/Categorical Funding**
 - Committees
 - Working with the Site Plan
 - Building Capacity

Curriculum and Instruction

1. Why was this data selected for analysis?
2. How will this data help us diagnose students' instructional needs?
3. What commonalities do you observe between the responses of the three groups?

Questions: How can we create classrooms that encourage student input and interaction?

What measures should we use to monitor school progress (accountability)?

Student Response	Teacher Response	Parent Response	Commonalities for Site
<p>More creative and engaging lessons</p> <p>Well planned calendar for when assignments are due</p> <p>More technology projects and less essays</p> <p>Teachers can't be the only ones who are talking</p>	<p>Engagement strategies</p> <p>Use of technology</p> <p>More staff articulation collaboration time</p> <p>Bring back "reading program"</p> <p>Summer school for freshmen</p> <p>More vocational education</p> <p>More arts classes</p> <p>Use of Bloom's</p> <p>Bring back Academy Model</p> <p>Restructure ASAP or eliminate</p> <p>All academic subjects should have benchmarks</p> <p>More DataDirector training to analyze data</p> <p>baseball "stats" card for each student with test scores</p> <p>Writing across the curriculum</p>	<p>No boring lectures</p> <p>Use different methodologies</p> <p>Rewards and incentives</p> <p>Tutoring</p> <p>More applied knowledge</p> <p>Weekly/monthly progress reports</p> <p>Teachers call parents</p> <p>Parents call teachers</p>	

Environment/School Culture

1. Why was this data selected for analysis?
2. How will this data help us diagnose students' instructional needs?
3. What commonalities do you observe between the responses of the three groups?

Questions: What would it look like if our school, Saddleback, was successful?

What are the barriers to learning in school?

How might we help students, staff, and the community personally "see and feel" the problems students face?

Student Response	Teacher Response	Parent Response	Commonalities for Site
Stronger discipline Parent communication (letters/phonecalls) ASB broadcast More fun (clubs, opportunities for students to be involved) Lockers Class sets of textbooks More challenging classes More use of technology Better food Agendas/planners Tutoring schedule Better subs More parent involvement	Improve campus environment Physically secure environment Safety training for staff Emotionally safe environment where teachers care and students feel valued Classroom management training Stricter attendance policy Operational computer labs that are staffed Welcoming environment School pride and spirit	College-going culture Teacher evaluation Respect Attendance Stricter dress code/rules Afterschool academic support Summer school Cleaner restrooms School uniforms	

Environment/School Culture

<p>Cleaner restrooms</p> <p>More security</p>	<p>Students prepared to work</p> <p>Class sets of books</p> <p>Barriers: low attendance, lack of parent involvement, inconsistent district discipline policy, lack of academies; students don't feel they belong or are accountable, lack of study skills for incoming freshman</p> <p>See/Feel: recruiting parent volunteers, teachers that listen to student concerns; bullying, family problems, not doing homework</p>		
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Organization

1. Why was this data selected for analysis?
2. How will this data help us diagnose students' instructional needs?
3. What commonalities do you observe between the responses of the three groups?

*Questions: How might we alter the school day schedule to ensure all students are able to attend and learn?
What alternative formats for schooling might encourage students to attend and be engaged?*

Student Response	Teacher Response	Parent Response	Commonalities for Site
Stricter policy regarding tardy/truancy	Restructure ASAP	Offer more 7:00 a.m. classes	
More clubs	Staggered schedule (late starts for some)	Saturday school for remediation	
More electives	Block schedule (8 period block)	Upward Bound classes on organizational skills	
Fundamental school rules	4 day school week		
Late start time	More grader level meetings		
ASAP at the beginning of the day	Computer labs		
Agendas for the students	Create houses		
Smaller class sizes	Strict tardy policy		
	Strict behavior policy		
	AVID/fundamental policy		
	Community service as a graduation requirement		

Parent and Community Responses

1. Why was this data selected for analysis?
2. How will this data help us diagnose students' instructional needs?
3. What commonalities do you observe between the responses of the three groups?

Questions: How can we increase parent involvement in their student's education?

Student Response	Teacher Response	Parent Response	Commonalities for Site
Increase parent communication Increase parent involvement	Better communication (teleparent, website, newsletter, cable channel) Translator Mandatory parent meetings Family participation activities More staff participation at school sporting events	Better communication (immediate, positive calls regarding absences, return messages left, homework website) Make parents feel welcome Mandatory meetings for parents Parent accountability and responsibility Parenting classes Parent signature on communication	

Leadership and Staffing

1. Why was this data selected for analysis?
2. How will this data help us diagnose students' instructional needs?
3. What commonalities do you observe between the responses of the three groups?

Questions: How can we improve respectful relationships between staff and students?

(Staff Only) How can improve relationships between leadership and staff?

Student Response	Teacher Response	Parent Response	Commonalities for Site
Smaller classes so teachers can spend more one on one time	More staff development on building respectful relationships	Stricter rules and classroom management	
Stricter teachers	<i>Character Counts Program</i>	More structure	
Good work incentive awards	Revisit our school's mission statement		
More counselor viability	Communication between staff and leadership has improved via electronic protocol; however, staff could benefit from a clear statement of staff's disciplinary needs with administrative constraints		
	Increased staff training procedure/protocol for discipline		
	Collaboration time and/or staff development where staff and administration can express needs		
	Revisit mission statement		
	Reaffirm MOU		
	Revive committees to address schoolwide goals; align with mission statement		

Saddleback High School
School Site Council
April 28, 2010
Agenda

- 1.0 Call to Order/Welcome/Bienvenidos y firmen al entrar 3 min.
- 2.0 Approval of Minutes/Aprobación de Actas: 5 min.
- 3.0 Public Comment/Comentarios del Público 5 min.
- 4.0 Old Business/Asuntos Anteriores: 5 min.
- 5.0 New Business/Asuntos Nuevos: 20 min.
 - 5.1 Budget Item Approval
 - 5.2 Approval of May meeting
 - 5.3 Persistently Low Achieving Schools (PLAS)
 - 5.4 Parent Involvement Policy/School Compact
- 6.0 DAC & ELAC Reports/Reportes de CCD y CCAI: 8 min
- 7.0 Adjournment/Levanamiento de la sesión: 3 min.
- 8.0 School Reports/Reportes de la Escuela: 20 min.
 - 8.1 Parent Report/Reporte de los Padres
 - 8.2 ASB Report/Reporte de la Asociación de estudiantes
 - 8.3 Principal Report/Reporte del Director


Future Meeting Dates/Fechas de las juntas

June as needed

Supporting Documents

Santa Ana High School

Santa Ana Unified School District
Santa Ana High School
School Site Council
Meeting #8 April 14, 2010 3:00 p.m.
AGENDA

1. Welcome and Call to Order 2 minutes (Chairperson)
Bienvenida. (Se abre la sesión.)
2. Introduction of all members/school staff/guests present 3 minutes (Chairperson)
Presentación del consejo escolar, personal, e invitados.
3. If items are being approved, is there a Quorum 1 minute (Chairperson)
of seven or more members present?
Quórum
4. Adoption of Agenda and Approval of Minutes 3 minutes (Chairperson)
Aceptación del orden del día y aprobación de las actas
5. Public Input *Comentarios del público* 3 minutes
6. Old Business *Asuntos pendientes*
 - a. Review of Comprehensive Safe School Plan (CSSP)
Repaso del Plan Integral de Seguridad Escolar
7. New Business *Asuntos nuevos*
 - a. Single Plan for Student Achievement
Home and School Agreement - Acuerdo entre el Hogar y la Escuela
 *Persistently Low Performing School*
Escuela con estudiantes de escaso rendimiento persistente
8. District Advisory Committee Report (DAC/DELAC) 5 minutes (DAC Rep)
Informe de DAC/DELAC
9. English Learner Advisory Committee Report/Advice (ELAC) 5 minutes (ELAC Rep)
Informe de ELAC
10. Principal's Comments *Comentarios de la Directora*
11. Next School Site Council Meeting: May 12, 2010 1 minute (Chairperson)
Próxima Junta del Consejo Escolar
12. Adjournment *Cierre de la sesión* 1 minute (Chairperson)

Santa Ana Unified School District
Santa Ana High School
School Site Council
Meeting #9 May 12, 2010 3:00 p.m.
AGENDA

- | | | |
|-----|--|-------------------------|
| 1. | Welcome and Call to Order
<i>Bienvenida. (Se abre la sesión.)</i> | 2 minutes (Chairperson) |
| 2. | Introduction of all members/school staff/guests present
<i>Presentación del consejo escolar, personal, e invitados.</i> | 3 minutes (Chairperson) |
| 3. | If items are being approved, is there a Quorum
of seven or more members present?
<i>Quórum</i> | 1 minute (Chairperson) |
| 4. | Adoption of Agenda and Approval of Minutes
<i>Aceptación del orden del día y aprobación de las actas</i> | 3 minutes (Chairperson) |
| 5. | Public Input <i>Comentarios del público</i> | 3 minutes |
| 6. | Old Business <i>Asuntos pendientes</i> | none |
| 7. | New Business <i>Asuntos nuevos</i> | |
| | a. Single Plan for Student Achievement (<i>Repaso del plan escolar</i>) | |
| | • <i>Update: Persistently Low Performing School</i> | |
| | <i>Actualización: escuela con estudiantes de escaso rendimiento persistente</i> | |
| 8. | District Advisory Committee Report (DAC/DELAC)
<i>Informe de DAC/DELAC</i> | 5 minutes (DAC Rep) |
| 9. | English Learner Advisory Committee Report/Advice (ELAC)
<i>Informe de ELAC</i> | 5 minutes (ELAC Rep) |
| 10. | Principal's Comments <i>Comentarios de la Directora</i> | |
| 11. | Next School Site Council Meeting: <u>June 9, 2010</u>
<i>Próxima Junta del Consejo Escolar</i> | 1 minute (Chairperson) |
| 12. | Adjournment <i>Cierre de la sesión</i> | 1 minute (Chairperson) |

Santa Ana High School
Department Chair Meeting
Agenda
May 10, 2010
3:00 – 4:30 p.m.

- | | | |
|-------|---|---------|
| I. | Welcome | 5 min. |
| II. | Buy Back Hours <ul style="list-style-type: none">• Schedule• Topics | 15 min. |
| III. | Instructional <ul style="list-style-type: none">• Leadership Team• Department Chairs 2010-2011 | 15 min. |
| IV. | Update – Persistently Low Performing Schools | 15 min |
| V. | Actions Plans | 10 min. |
| VI. | Master Schedule | 10 min. |
| VII. | Update – Testing – CST & CAHSEE | 15 min. |
| VIII. | Other | 5 min. |

SANTA ANA HIGH SCHOOL
FACULTY MEETING
MONDAY, APRIL 12, 2010

- | | | |
|------|---|---------|
| I. | Welcome/Announcements
Summer School
Master Schedule Committee | 5 Min. |
| II. | Discussion and Questions – Persistently Low Performing School
SAHS – Steps for Success
Banking of Minutes | 30 Min. |
| III. | CST – Lesson
Testing Schedule
Testing Roles & Responsibilities | 15 Min. |
| IV. | SLC Survey
Single Plan | 10 Min. |

SANTA ANA HIGH SCHOOL
FACULTY MEETING
MONDAY, MAY 3, 2010

- | | | |
|------|--|---------|
| I. | Welcome | 10 min. |
| II. | Persistently Low Performing Schools Update
Group A – Little Theater
Math, Social Science, Performing Arts, Spec. Ed.

Group B – Auditorium
English, Science, P.E., Electives/Foreign Language | 25 min. |
| III. | School Information <ul style="list-style-type: none">• Arts on the Lawn• Library Check-out• Modernization Update• Grades• 2011 Master Schedule• Testing Update• Prom | 25 min. |

May 27, 2010

Information Below for Santa Ana High School

Name	Position (teacher, classified, parent, student, administrator)	How selected (appointed, selected by staff, self-selected, volunteer)
Sharon Saxton	English Teacher/Dept. Chair	Self-Selected
Deborah Teal	English Teacher	Self Selected
Rocio Rodriguez-Thomas	English Teacher/EL Chair for 2010-2011	Self Selected
Andy Tang	Math Teacher/Dept. Chair	Self Selected
Robert Rife	Math Teacher	Self Selected
Kathy Cobb-Woll	VAPA Teacher	Self Selected
Barbara Noel	VAPA Teacher/Dept. Chair	Self Selected
Laura Hargrove	Social Science Teacher	Selected by Department
Ann Huizar	Social Science Teacher	Selected by Department
Alvar Gonzalez	Science Teacher	Selected by Department
Oscar Delgado	Foreign Language Teacher	Selected by Department
Rose Michelson	Special Ed. Teacher	Self Selected
Carah Reed	Special Ed. Teacher	Self Selected
Diana Leek	P.E. Teacher/Dept. Chair	Self Selected
Dana Katz	AVID Teacher	Self Selected
Teresa Rymer	Counselor	Selected by Department
Deborah Sawyer	TOSA	Self Selected
Roman Martinez	New TOSA for 2010-2011	Self Selected
Maria Cante	Classified	Self Selected

Parent	TBD	
2 Students	TBD	
Julie Infante Steve Torres Loren Lighthall	Administration	

Process for selected of the SAHS T.I.L.T. (Transformational Instructional Leadership Team)

- Teachers and staff received written request for membership for this committee with a brief outline of member expectations. Name submitted to the office manager or to the principal.
- Information also shared at teacher meetings held on May 10, May 17, May 24 and May 26.
- Principal met with individual teachers who had questions about membership on this committee.
- Principal met with Department Chairs who wanted to recommend individual teachers.
- Principal met with each individual teacher/staff member to confirm participation and review summer commitment.

Proposed Timeline for developing the school site improvement plan:

June _____ June 14____

July ____ July 16 and July 17

August ____ Late August. Exact dates to be determine at our July meetings

I will be submitting 20 hrs. of professional development compensation for each teacher to be paid through categorical funding.

Please contact me if you need further information.

Julie Infante

Supporting Documents

Valley High School

Stakeholder Input
Valley High School Staff
4/19/2010
AGENDA

Staff Input
4/19/10
Valley

1. Current Situation

- a. Valley High School Student Achievement
- b. Identification as Persistently Lowest Achieving School

2. Annual Goals for Student Achievement – Growth Model

3. Vision of Future Success

- a. Ensure all students learn
- b. We will strengthen instruction in literacy and mathematics
- c. We will improve graduation rates
- d. We will strengthen college and career-readiness pathways so that all students are prepared for their future
- e. We will ensure our stakeholders (parents, students, community, staff) are informed and part of the decision-making processes

4. Process of Gathering Feedback

- a. Consultation with Relevant Stakeholders
(Board of Education will make the ultimate decision about intervention models)

5. Today's Objective - Gathering feedback in the following areas:

- 1. Parent Community Partnerships (PCP)
- 2. Leadership and Staffing (LS)
- 3. School Culture (SC)
- 4. Organization (O)
- 5. Curriculum and Instruction (CI)

Questions for Staff Forum

4/19/2010

Environment/School Culture

1. What does a successful Valley High School look like?
2. What will help motivate our students to improve learning and behavior?
3. What are the barriers to learning in school and how might we help students, staff and the community personally "see and feel" the problems students face?

Leadership and Staffing

4. How can we improve respectful relationships between staff and students?
5. How can we improve relationships between leadership and staff?

Organization

6. How might we alter the school day schedule to ensure all students are able to attend and learn?
7. What alternative formats for schooling might encourage students to attend and to be engaged?

Curriculum/Instruction

8. How can we create classrooms that encourage student input and interaction?
9. What measures should we use to monitor school progress (accountability)?

Parent, Community, Partnerships

10. How can we increase parent's involvement in their student's education?

Summary of Teacher Responses to PLA Guide Questions 4-19-10

Question	Feedback	Priority
1	Ask students for input and feedback	X
1	Foster student voice!! & student choice	X
1	Use multiple assessments. Also creative assessments that measure student competency based upon proficiency & mastery. Use Gardner's Multiple Intelligences	X
1	Schoolwide Cornell note-taking	X
1	Model behavior for students (say please, thank you, etc) show good manners, show acknowledgement to students	X
1	More hands -on learning.	X
1	Most of us are already doing that , but we could use more technology	X
1	Some teachers have requested changes in Bechmark tests that didn't happen	X
1	Less direct instruction more hands -on activeites Lab classes with manageabel class size numbers	X
1	Teaching proper class etiquette	X
1	More project based learning	X
1	Use of Student Interests survey	X
1	Obtain and utilize the availble technology, LCDs are available, Podcasts, Webinars,Online discussions, Laptops/Palm Pilots.	X
1	Student guided classrooms: Schedule chapters to certain groups. Force students to take ownership of their learning.	X
2	Sharing accountability with adminstration and teachers	X
2	Have administraiton check classrooms	X
2	Common assessments / pretestes /sammative quick + short pretests,but test endurance over time	X
2	Conduct charts (rewards not punishments)	X
1	Parents/Business partners are integral part of school	X
1	Teacher collaboration is an integral part	X
1	Higher Graduation Rates	X
1	Increased Student Proficiency Rates	X
1	On site Professional Support Staff (social worker,probation officer , psychologist, drug counselor)	X
1	Drugs + violence (including serious threats of violence) need to become grounds for expulison. We have become overrun with pot smokers in the bathrrom, and it has become an acceptable norm since a 3-day suspension is minimal	X
1	Bring professional counseling agencies to campus to offer psychological counseling , group sessions, etc, to address students personal issues that are so often ignored.	X
2	Class set of textbooks	X
2	Positive Recognition for Achievement	X
2	Teachers Collaboration about problematic and positive student behavior.	X
2	Structured + school-wide lessons for 2nd period .	X
2	Reading and Math Intensive Instruction for students below grade level	X
3	Language Proficiency	X
3	Proper placement according to levels of proficiency.(Entrance Exam)	X
4	Student uniforms	X

Summary of Teacher Responses to PLA Guide Questions 4-18-10

Question	Feedback	Priority
4	Stronger Homeroom program	X
4	Staff/Student mentoring program	X
4	Staff become positive role model for students	X
4	More relevant expectations for students	X
4	Set high expectations and boundaries that are for all classrooms regardless of grade level	X
4	Developing relationships and classroom management workshops for teachers.	X
4	Teach proper classroom etiquette	X
4	Institute uniform, school wide "manners" / character counts" program during home room	X
4	Ban all electronic devices during school hours.	X
4	Non judgemental regard: a counseling concept of respect towards students, accept and listen to what they have to say, human to human, but stay consistent and follow through with consequences.	X
4	Relieve stress from teachers	X
4	Stablish a social skills class.	X
4	Teachers need to want to build relations ships before students will respond.	X
4	Honesty and respect for all involved.	X
4	Improve respectful relationships; Support firm discipline for students who cannot be respectful, school norms by teaching what is and is not acceptable , empower students with the ability to use different " language registers" in different situations.	X
5	Mid-year retreat for review	X
5	Staff wide Blackberries for communication	X
5	Open two way communication	X
5	Leadership be more personal to staff and be more hands-on with teachers	X
5	Administration work with teachers to help develop lessons	X
5	Not have a top down model.	X
5	More opportunities to get to know all staff personally, Together as a team!	X
5	Staff development teachers lounge or informal meeting place. Security respinse when needed	X
5	Every administrator and counselor teach one class a semester	X
5	Re-install the Principal's Advisory committee	X
6	Early starts for athletics, late starts for regular students	X
6	Block schedule for students ex. 90 min class, M 1,3,5 and 7th (50min) then 2,4,6 and 7th (50min)	X
6	Extended school day for students who are behind/failing/not completing assignments/need more individualized instruction	X
6	Extend the day. 7,8,9, O'Clock start times . 2,3,4 End times.	X
6	Add seperate Homeroom period with same teacher all four years	X
6	Need for a meaningful Alternative School	X
6	Let students choose between a vocational and a college track	X
6	Staggered start times	X
6	More flexible staggered school day (ex. Night classes, later start, etc.)	X
6	4 Day school week	X
6	Block schedule give more time for instruction & relationships with students	X

Summary of Teacher Responses to PLA Guide Questions 4-19-10

Question	Feedback	Priority
6	Lab time (see previous section, last entry)	X
6	Use department created common assessments to monitor standards-based achievement (monthly)	X
6	Implement Block Schedule	X
6	Continuation school w/in our school	X
6	Student behavior and expectation contract, mandatory remediation, before-school Reading classes, continue improving tutoring, repeat classes as soon as available.	X
7	Online credit recovery	X
7	Immediate credit recovery with social support	X
10	Parent educational forums and educational classes for parents to help set a positive learning environment	X
10	Reverse phone tree with a network of parents that can support each other when needed	X
10	Mandatory parent conferences each semester	X
10	Teleparent	X
10	Homeroom with parent liaison	X
10	Promote registration with "farming" (RE Techniques/walk around	X
10	Promote the shared responsibility to educate their students	X
10	Using our homeroom ideas the teacher can get to know the parents by calling home	X
10	Teacher mentoring/home visits	X
10	More language support (translators)	X
10	Use model to interact with and involve parents, then use Parent Institute parents as advocates to educate other parents, and to help make calls home.	X
10	Allow parents to utilize academy services: dental work, medical, auto etc., fitness, construction	X
10	Financial Reward or Penalty. Have parents pay for summer school	X
10	Mandatory parent- teaching meetings	X
10	More testimonials from Valley alumni	X
1	Create an active learning environment	X
1	Consistent structure and systems in place with rewards and consequences	X
1	Refer to Valley Action Plan II- Preliminary draft (7-15-09)	X
1	Grade level reading and writing & math and science levels	X
1	Increase graduation rate	X
1	More positive reinforcement, parent involvement, positive notes sent home, award assemblies, consequences.	X
1	Get rid of students who are hostile to the educational environment (hostile to the physical plant, teachers other students)	X
1	School needs to be visually welcoming.	X
1	Use more positive recognition for students.	X
1	Students are in class on time Ready to Learn)	X
1	Students scoring proficient on CSTs	X
1	Provide goals to students and help them achieve them in the long-term	X
1	Peer counseling + Peer mentoring programs?	X

Summary of Teacher Responses to PLA Guide Questions 4-19-10

Question	Feedback	Priority
2	More personal relationships between stake holders-(teachers parents students community) homeroom teachers keep kids all 4 years (not for content area- just homeroom)	x
2	Uniforms ! for all	x
3	Students are constantly tardy to class	x
3	Social Issues (economically, socially, etc)	x
?	Uniforms? A real working continuation school	x
?	Any behavior that disrupts learning is not tolerated schoolwide	x
?	Differentiated pacing charts by proficiency level evaluated by local neighborhood standards	x

Stakeholder Input
Valley High School Parents
4/22/2010
AGENDA

1. Current Situation

- a. Valley High School Student Achievement
- b. Identification as Persistently Lowest Achieving School

2. Annual Goals for Student Achievement – Growth Model

3. Vision of Future Success

- a. Ensure all students learn
- b. We will strengthen instruction in literacy and mathematics
- c. We will improve graduation rates
- d. We will strengthen college and career-readiness pathways so that all students are prepared for their future
- e. We will ensure our stakeholders (parents, students, community, staff) are informed and part of the decision-making processes

4. Process of Gathering Feedback

- a. Consultation with Relevant Stakeholders
(Board of Education will make the ultimate decision about intervention models)

5. Today's Objective - Gathering feedback in the following areas:

- 1. Parent Community Partnerships (PCP)
- 2. School Culture (SC)
- 3. Organization (O)
- 4. Curriculum and Instruction (CI)

SCHOOL SITE COUNCIL (SSC) MEETING **JUNTA DEL CONSEJO ESCOLAR**

05/05/2010

3:15 PM

Falcon Room

----- Agenda Topics -----

Orden del día

- | | | |
|---|---|-----------|
| 1. WELCOME / CALL TO ORDER
<i>BIENVENIDA/ SE ABRE LA SESIÓN</i> | Chairperson / <i>presidente</i>
Mark Hennemuth | 3 minutes |
| 2. PUBLIC INPUT / <i>COMENTARIOS DEL PUBLICO</i> | Mark Hennemuth | 3 min. |
| 3. OLD BUSINESS/ <i>ASUNTOS PENDIENTES</i>
a. Review and approve April minutes
<i>Revisar y aprobar las actas de abril</i> | Mark Hennemuth | 5 min. |
| 4. NEW BUSINESS / <i>ASUNTOS NUEVOS</i>
a. Review and approval of Parent
Involvement policy and Home/School
Compact
<i>Repaso y aprobar el Proposito de
Contrato de Paterno y Convenio entre
Casa y Escuela</i> | Mrs. Vallandingham/ TOSA
20 minutes

Mrs. Swerdlow/Principal
30 minutes | |
| b. Review of survey and forum input
gathered regarding PLA Schools.
<i>Repaso de la encuesta y de entrada foro
en relación con las escuelas del PLA</i> | | |
| c. SSC Vacancies for 2010-2011
<i>Vacantes de SSC 2010-2011</i> | Mr. Hennemuth/SSC President
5 minutes | |
| d. DAC Report / <i>Reporte de DAC</i>
and ELAC Report / <i>Reporte de
DAC Y ELAC.</i> | Mrs. Villalobos
5 min. DAC 5 min. ELAC | |

Next meeting June 2nd, 2010

Comite Consultivo Para Aprendices De Ingles ELAC)

04/14/2010

5:00 PM

----- Agenda Topics -----

Orden del día

1. WELCOME / CALL TO ORDER

BIENVENIDA/ SE ABRE LA SESIÓN

Mrs. Vallandingham- TOSA

2. NEW BUSINESS / ASUNTOS NUEVOS

Mrs. Vallandingham- TOSA

a. Opening of Valley Parent Room.

Abertura de el salon de padres.

b. Persistently Failing Schools &

*Options/La persistencia de las escuelas
que fracasan y opciones*

e. DAC Report / Reporte de DAC

*and ELAC Report / Reporte de
DAC Y ELAC.*

Mrs. Leonor Rico

Next meeting May 5, 2010

Comite Consultivo Para Aprendices De Ingles ELAC)

05/05/2010

5:00 PM

----- Agenda Topics -----

Orden del día

1. WELCOME / CALL TO ORDER
BIENVENIDA/ SE ABRE LA SESIÓN
Mrs. Vallandingham- TOSA

2. NEW BUSINESS / ASUNTOS NUEVOS
Review of survey and forum input
gathered regarding PLA Schools.
*Repaso de la encuesta y de entrada foro en
relación con las escuelas del PLA*
Mrs. Vallandingham- TOSA

3. DAC Report / *Reporte de DAC*
and ELAC Report / *Reporte de*
DAC Y ELAC.
Mrs. Leonor Rico

Next meeting June 2, 2010

Instructional Leadership Team Meeting

Agenda

3/10/2010

1. Update on the Situation at Valley High School - Felicity
2. Banked Minutes Proposal – Michael
3. ESLRs – Including 21st Century Skills – Michael
4. WASC – Preparing Evidence in Home Groups for Focus Groups - Linn

Overarching WASC Questions:

How are our students performing academically?

Are we as a school doing everything possible to support high achievement for ALL students?

Instructional Leadership Team Meeting

Agenda

4/21/2010

1. Persistently Failing Schools - Felicity
2. WASC – Debrief of Peer Observations and Student Interviews
3. Common Assessments
4. WASC – Next Steps

Overarching WASC Questions:

How are our students performing academically?

Are we as a school doing everything possible to support high achievement for ALL students?

ILT Meeting Agenda

May 6, 2010

3:15pm

- | | |
|--|-------------|
| 1. SIG Grant Update | F. Swerdlow |
| 2. Review of Learning Snapshots (WASC) | L. Lee |

Instructional Leadership Team Meeting

5/13/2010

Agenda

1. Persistently Failing Schools – Questions to be Answered for SIG Application
2. CAHSEE 2010 Results
3. Chunking the Curriculum
4. Plans for final six weeks
5. Buy Back Days

Monday, May 17th

Monday, May 24th - Early Release

Monday, June 7th - Early Release

Monday, June 14th

Tuesday, June 22nd Wednesday, June 23rd

Instructional Leadership Team Meeting

May 20, 2010

Agenda

A. Call for Letter of Interest for Position of Instructional Leader (Teacher)

Qualities of an Exemplary Instructional Leader

- 1. Can influence others in a positive way evident by interactions with students and staff*
- 2. Analyze data effectively/proficient using data for change evident through leading data chats*
- 3. Adaptable, open to change evident by being an early adopter*
- 4. Respected, trusted, discreet; respected by colleagues evident by positive interactions w/ colleagues*
- 5. Can model student engagement of all learners evident through demo lessons*

B. Teacher Leadership Training - June 1st

C. Classes by teacher – collect input

D. Professional Development before 2010-2011 School Year - Week of August 23

Supporting Documents

District Advisory Committee/District English Learner Advisory Committee



SANTA ANA UNIFIED SCHOOL DISTRICT
DAC – DELAC COMMITTEE
GENERAL MEETING – May 24, 2010

REVISION

AGENDA

- | | | |
|----|---------------------------------------|------------------------------|
| 1. | Refreshments | Provided by Title I Programs |
| 2. | Call to Order and Welcome | Socorro Chacón |
| 3. | Pledge of Allegiance | Maria Torres |
| 4. | Approval of Minutes of April 19, 2010 | Victoria Zaragoza |

Reports:

- | | | |
|----|--------------------------------------|-----------------------------|
| 5. | Superintendent's Report | Jane A. Russo |
| 6. | School Improvement Grant Application | Cathie A. Olsky |
| 7. | Title I Conference Report | Executive Committee Members |

Information items:

- | | | |
|-----|---|-------------------|
| 8. | Input from Parents Regarding Reclassification | EL Programs Staff |
| 9. | Input from Parents Regarding Parent Notification Letter | EL Programs Staff |
| 10. | Steps to opening an E-mail account | Patricia Gomez |

Announcements:

The next meeting will be held on Monday, June 14, 2010,
in the Board Room at the district office at 8:30 a.m.

- | | | |
|-----|--|---------------------|
| 11. | Public Comments – Introduce the Parent of the Year | Executive Committee |
| 12. | Meeting Evaluation | Graciela Villalobos |
| 13. | Adjournment | Socorro Amaral |

	Development/revision of the district English Learner Master Plan
	Conducting of a district-wide needs assessment
	Establish district program, goals, objectives for EL programs/services
	Development of plan to ensure compliance with applicable teacher and/or requirements
	Administration of annual language census
x	Review/comment on district reclassification procedures
x	Review/comment on written parent notification of initial school enrollment
	Waiver request affecting EL programs/services

YOUR PARTICIPATION AND ATTENDANCE IS EXTREMELY IMPORTANT

En Español al reverso



Santa Ana
Unified School District

Persistently Low-Achieving Schools

Process for determining intervention model

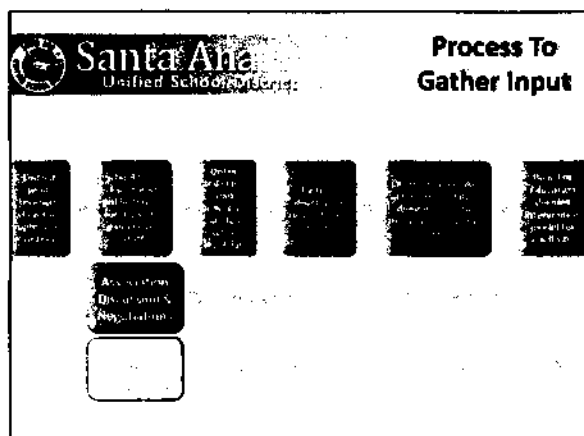
Presented to Board on May 11, 2010

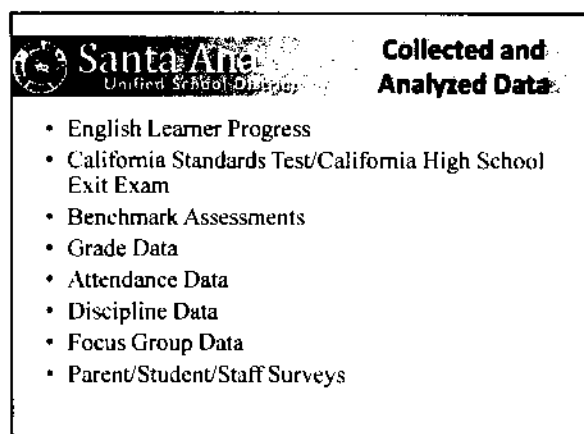
by

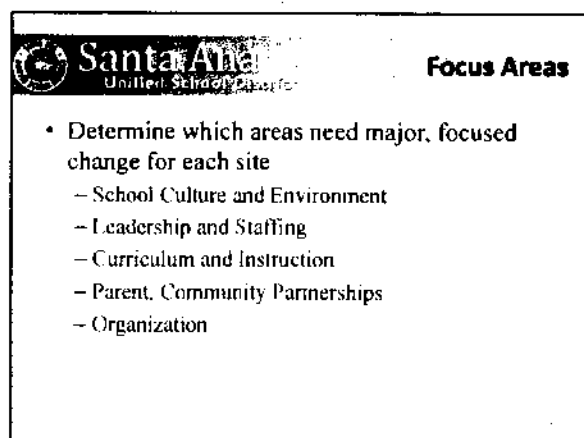
Jane Russo, Superintendent


Cathie Olsky, Ed.D., Deputy Superintendent

Michelle Le Patner, Director










Santa Ana
Unified School District

Recommendation

The District recommends the
Transformational Model




Santa Ana
Unified School District

**Transformational Model
Requirements**

Requirements

- Replace the Principal
- On-going staff development
- Use data to identify and implement an instructional program
- Promote the continuous use of data
- Increase learning time
- Increase opportunities for promotion
- Provide family and community engagement
- Use an evaluation system for principals that take into account student achievement and graduation rates
- Identify and reward school leaders who increase student achievement and high school graduation rates



Santa Ana
Unified School District

Next Steps

- Continue weekly meetings
- Develop plans and complete the School Improvement Grant (SIG) based on the needs analysis
- Develop branding for each school, along with a media campaign
- Present the SIG to the Board
- Submit the SIG Plan June 1, 2010

SANTA ANA UNIFIED SCHOOL DISTRICT

DISTRICT ADVISORY COMMITTEE AND DISTRICT ENGLISH LEARNER ADVISORY COMMITTEE

April 19, 2010
MINUTES

DAC/DELAC

EXECUTIVE BOARD	María Tórres	DAC President	Saddleback High
	Victoria Zaragoza	DAC Vice President	Lathrop Intermediate
	Graciela Villalobos	DAC Secretary	Valley High
	Socorro Chacón	DELAC President	Santa Ana High
	Socorro Amaral	DELAC Vice President	Roosevelt Elementary
	Jacobe Murillo	DELAC Secretary	Muir Elementary

SCHOOL

PARENT REPRESENTATIVE

ADAMS	Martha Bermejo
CARR	Estela Jimenez
CARVER	Rosa Arellano Carmen Serrano Maria Muñoz
CENTURY	Patricia Chavez
CHAVEZ	Yolanda Ochoa
COMMUNITY DAY	
DAVIS	Maria Salas
DIAMOND	Ana Ventura
EDISON	Rosa Ramirez
ESQUEDA	
FRANKLIN	Norma Ruiz
FREMONT	Jesus Martinez Juana Nuñez
GARFIELD	Miguel Bonilla Olga Calixto
GREENVILLE	Maria L. Estrada
GODINEZ	Maria Gomez

SCHOOL

HARVEY

HENINGER

HEROES

HOOVER

JACKSON

JEFFERSON

KENNEDY

KING

LATHROP

LINCOLN

LORIN GRISET

LOWELL

MACARTHUR

MADISON

MARTIN

MCFADDEN

MENDEZ

MIDDLE COLLEGE

MITCHELL

MONTE VISTA

MONROE

PARENT REPRESENTATIVE

Maria Brito

Silvia Acevedo
Marciano Reyes

Felix Alvarez

Maria Elena Carmona

Zenaida Nolasco
Martha Valdez

Gregoria Arambula
Victoria Zaragoza

Olga Guillen

Alejandra Canela
Cristina Mora

Elisa Graciano

Rosario Galeana
Paula Acevedo
Angelica Cisneros

Blanca Landin

SCHOOL

MUIR

PIO PICO

REMINGTON

ROMERO-CRUZ

ROOSEVELT

SADDLEBACK

SANTA ANA

SANTIAGO

SEGERSTROM

SEPULVEDA

SIERRA

SPURGEON

TAFT

THORPE

VALLEY

VILLA

WALKER

WASHINGTON

WILLARD

WILSON

PARENT REPRESENTATIVE

Jacobe Murrillo

Guadalupe Celedon
Lidia Chavez

Nefris Mendez

Graciela Villalobos

Sandra Martinez
Martha Hernandez

Bernarda Espinal
Maria Torres

Frank Gonzalez

Rosa Diaz

Hortencia Romero

Celina Still

Leonor Rico

Martha Hernandez

Maria Mendoza
Carmen Velasquez

Silvia Luna

Ana Mena
Maricela Mendoza

Genoveva Contreras

POLICE

PRINCIPALS

Devera Heard Betty Tamara Rios	Community Day School Monroe Elementary
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ASSISTANT PRINCIPALS

Jaime Ramirez	Jackson Elementary
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DISTRICT REPRESENTATIVES

Marianne Bola Cesar Gonzalez Nuria Solis Jamie Salafia	EL Programs EL Programs EL Programs EL Programs
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TOSA (Teacher On Special Assignment)

Laura Pickrell Tammy Sanchez Maria Garcia Lucy Cortes Maria Acuna Laura Gomez Betsy Martinez Grabriela B. Gonzalez Jessalyn Ortega Robin Saltzer Vincent Rios Royanne Carrozza Crystal Jimenez Maricela Peña	Esqueda Elementary Franklin Elementary Garfield Elementary Harvey Elementary Madison Elementary Martin Elementary Pio Pico Elementary Sepulveda Elementary Taft Elementary Washington Elementary Wilson Elementary Carr Intermediate Willard Intermediate Griset Academy
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GUEST

George Reta Lupita Aragon Elvia Espinoza Mayre Tapia Ma.del Carmen Munguia Maria Hernandez Monica Cervantes Roxana Murillo Gabriela Mendoza Marin Baeza Cristina Rios	Chavez Counselor
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TRANSLATOR

Cesar Vargas



SANTA ANA UNIFIED SCHOOL DISTRICT
DAC – DELAC COMMITTEE
GENERAL MEETING –April 19, 2010

REVISED

AGENDA

- | | | |
|-----|--|------------------------------|
| 1.0 | Refreshments | Provided by Title I Programs |
| 2.0 | Call to Order and Welcome | Socorro Chacón |
| 3.0 | Pledge of Allegiance | Jacobé Murillo |
| 4.0 | Approval of Minutes of <i>March 22, 2010</i> | Maria Torres |

Reports:

- | | | |
|------|---|---------------------------------------|
| 5.0 | 2009-10 CELDT Results
▪ Components | Jacobé Murillo
EL Department Staff |
| 6.0 | Reclassification
▪ Criteria
▪ Procedures
▪ Modifications | EL Department Staff |
| 7.0 | 2009-10 R-30 (Language Census)
▪ Site/District data | EL Department Staff |
| 8.0 | “Persistently Low-Achieving Schools” | Ms. Russo/Dr. Olsky |
| 9.0 | 2010 Summer Program Offerings | Dr. Olsky |
| 10.0 | Enrollment Committee | Mr. Dixon |
| 11.0 | 2 nd Interim Report | Mr. Bishop |

Announcements:

The next meeting will be held on Monday, May 24, 2010
in the Board Room at the district office at 8:30 a.m.

- | | | |
|------|--------------------|---------------------------------------|
| 12.0 | Public Comments | Victoria Zaragoza |
| 13.0 | Meeting Evaluation | All |
| 14.0 | Adjournment | Graciela Villalobos
Socorro Amaral |

	Development/revision of the district English Learner Master Plan
	Conducting of a district-wide needs assessment
	Establish district program, goals, objectives for EL programs/services
	Development of plan to ensure compliance with applicable teacher and/or requirements
X	Administration of annual language census
X	Review/comment on district reclassification procedures
	Review/comment on written parent notification of initial school enrollment
	Waiver request affecting EL programs/services

YOUR PARTICIPATION AND ATTENDANCE IS EXTREMELY IMPORTANT

En Español al reverso

REPORTS

1. **REFRESHMENTS:**

Refreshments provided by Title I Programs.

2. **CALL TO ORDER AND WELCOME:**

The meeting of the District Advisory Committee (DAC) and the District English Learner Advisory Committee (DELAC) was called to order at 8:40 a.m. by the District English Learner Advisory Committee (DELAC) President Socorro Chacón who welcomed those present and thanked them for their participation.

3. **PLEDGE OF ALLEGIANCE:**

Mrs. Maria Torres DAC President led the group in the Pledge of Allegiance in both English and Spanish.

4. **APPROVAL OF MINUTES:**

Time was given to review the minutes of April 19, 2010. Mrs. Victoria Zaragoza DAC Vice-President asked if there were any corrections or revisions for the minutes.

Mrs. Zaragoza requested a motion to approve the minutes with corrections. Mr. Hector Espinoza from Esqueda Elementary made a motion to approve the minutes and Mrs. Maria Brito from Heninger Elementary seconded the motion. The minutes were approved.

Mrs. Victoria Zaragoza announced that several parents had participated in a lawsuit against the State of California for inadequate funding for students. The lawsuit establishes that students are denied their constitutional right to the opportunity to obtain a quality education. She mentioned that nine school district throughout the state were also participants in the lawsuit.

5. **SUPERINTENDENT'S REPORT**

Superintendent Russo expanded on the lawsuit and congratulated the parent of the Year and the Ambassador of Education of the Year. She mentioned the six Distinguished schools: Harvey, King, Thorpe, Madison, and Heninger. The 2010 California Distinguished Schools Award is an annual recognition given to the State's most exemplary public schools for their ability to narrow the achievement gap by implementing rigorous academic practices and instructional methods.

6. **SCHOOL IMPROVEMENT GRANT APPLICATION**

Deputy Superintendent Dr. Cathie Olsky, presented an update on the process followed in order to comply with state and federal requirement in order to apply for a School Improvement Grant (SIG). Dr. Olsky presented the process for determining intervention model. She mentioned the steps to gather input, the data that was collected and analyzed, the focus areas and the recommendations to the Board of Education. She also stated the Transformation Model requirements and the next steps the district will complete. She distributed information and answered questions.

7. **TITLE I CONFERENCE REPORT**

Mrs. Jacobé Murillo, DELAC Secretary, and Mrs. Maria Torres, DAC President, presented a report on a leadership training workshop they attended last April, as part of the Title I Conference. Mrs. Murillo mentioned that the training was presented by the California Parent Center, from San Diego State University. Mrs. Torres mentioned the goals for the training and the steps to establish

Action Teams to Strengthen School-Family and Community partnerships. She presented samples of action plans connected to the single Plan for Student Achievement and mentioned the keys to successful partnerships according to Dr. Joyce Epstein's research. Mrs. Murillo shared the resources they received and requested the district to provide the same training to the whole group and to share the information with principals, teachers and administrators.

8. INPUT FORM PARENTS REGARDING RECLASSIFICATION

Mrs. Nuria Solis Director of English Learner Programs and Student Achievement explained the purpose of the reclassification process. She gave details regarding primary language codes, instructional services for English Learners. She described the differences between initial FEP and Reclassified FEP, once the students reach the required points to reclassify. She also talked about the number of students that have been reclassified this year and the number of English learners in the district which has been reduced.

9. INPUT FROM PARENTS REGARDING PARENT NOTIFICATION LETTER

Mrs. Nuria Solis Director of English Learner Programs and Student Achievement gave details regarding the two notification letters that parents of English learners receive. She talked about the Federal Title III requirements and State requirements regarding assessment of new students whose home language is other than English. She explained the content and purpose of the Initial Parent Notification Letter including program placement options and goals for English Learners and described the reclassification criteria.

10. STEPS TO OPEN AN E-MAIL ACCOUNT

Patricia Gómez, Parent, Family and Community Coordinator briefly described the steps to open an electronic mail account. She mentioned that a full workshop will be offered in the summer in the district's computer lab. She said that parents will be notified of the date and time of the workshop.

11. PUBLIC COMMENTS/ ANNOUNCEMENTS

None

12. MEETING EVALUATION

Mrs. Graciela Villalobos reminded all those in attendance to turn in their meeting evaluations.

14. ADJOURNMENT

The meeting was adjourned at 10:40 a.m.



Santa Ana

Unified School District

Federal School Improvement Grant for Persistently Low- Achieving Schools

April 13, 2010

Jane A. Russo, Superintendent

Cathie Olsky, Ed.D., Deputy Superintendent

1



Santa Ana

Unified School District

Presentations

- 1) History – How did we get to this point?
- 2) Clarification of the Federal School Improvement Grant programs
- 3) Elements of the Federal School Improvement Grant (2009) program
- 4) Intervention models
- 5) Options
- 6) Timeline

2



- May 2009 – State must identify lowest 5% of the schools as a requirement of receiving ARRA funds (was not done)
- January 2010 – AB4X 5 (Romero) bill passes for the State eligibility for Race to the Top. Requires the identification of the lowest 5% of the schools. (State did not receive RTTT funds)
- March 2010 – State identifies the lowest 5% of the schools, as required, in order to continue to qualify and receive federal funding, including, ARRA, RTTT (2nd round) and School Improvement Grants



Persistently Low-Achieving Schools

Federal and State law and guidance require California to identify schools for the purposes of the School Improvement Grant and State Fiscal Stabilization Fund programs.

- **School Improvement Grant (SIG) (Coming soon)**
- **Race to the Top (RTTT) (Outside Source)**
- **State Fiscal Stabilization Fund (SFSF)**

Identification Criteria

- **Definition of Tiers I, II, and III**
- **Identification Criteria (% proficient/advance AYP)**
- **Graduation Rate Criteria (% graduation)**
- **Detailed Methodology (Coming Soon)**



Santa Ana
Unified School District

**Federal School
Improvement Grants**

- Currently, there are two Federal School Improvement opportunities
 - Federal School Improvement Grant (2007)
 - Since 2007, no SIG funds have gone to local districts
 - Difficulty in developing a funding strategy due to supplanting issues
 - Federal School Improvement Grant (2009)
- Often referred to as "SIG" programs

5



Santa Ana
Unified School District

**Federal School
Improvement Grants**

**Federal School Improvement
Grant (2007)**

- Eligibility – Districts with OEIA schools in Program Improvement
- Purpose – To supplement funds to support PI efforts at OEIA schools
- Award - \$ 6 million
- Grant duration – October 1, 2007 – September 30, 2010
- SAUSD Board approval for grant submission – March 9, 2010
- Grant application due date – April 15, 2010

6



Santa Ana
Unified School District

**Federal School
Improvement Grants**

**Federal School Improvement
Grant (2009)**

- Eligibility – Districts with schools identified as low-achieving
- Purpose – To provide funds to implement one of the four models
- Award - \$ 50,000 - \$ 2 million
- Grant duration – October 1, 2009 – September 30, 2012
- SAUSD Board approval for grant preparation – April 13, 2010
- Grant application due date – June 1, 2010

7



Santa Ana
Unified School District

**Federal School
Improvement Grants**

**Federal School Improvement
Grant (2007)**

**Federal School Improvement
Grant (2009)**

- | | |
|---|--|
| • Eligibility – Districts with QEIA schools in Program Improvement | • Eligibility – Districts with schools identified as low-achieving |
| • Purpose – To supplement funds to support PI efforts at QEIA schools | • Purpose – To provide funds to implement one of the four models |
| • Award - \$ 8 million | • Award - \$ 50,000 - \$ 2 million |
| • Grant duration – October 1, 2007 – September 30, 2010 | • Grant duration – October 1, 2009 – September 30, 2012 |
| • Board approval for grant submission – March 9, 2010 | • Board approval for grant preparation – April 13, 2010 |
| • Grant application due date – April 15, 2010 | • Grant application due date – June 1, 2010 |

8



Santa Ana

Unified School District

School Improvement

Grant (2009)

- Eligibility – Districts with schools identified as persistently low-achieving
- Purpose – To provide funds to implement one of the four models (turnaround, transformational, restart, & closure)
- Award - \$ 50,000 - \$ 2 million per school/year
- Grant duration – October 1, 2009 – September 30, 2012
- Board approval for grant preparation – April 13, 2010
- Board approval for grant submission – May 25, 2010
- Grant application due date – June 1, 2010

9



Santa Ana

Unified School District

School Improvement

Grant (2009)

The District will agree to:

- ◆ demonstrate the strongest commitment that the funds will be used to provide resources to the low-achieving schools
- ◆ demonstrate the capacity to implement fully and effectively one of the rigorous interventions
- ◆ consult with relevant stakeholders regarding the application and the school improvement model
- ◆ select the intervention model to be used at each identified school

10



In Place:

- ✓ Replace the Principal
- ✓ Ongoing staff development
- ✓ Using data to identify and implement an instructional program
- ✓ Promote the continuous use of data
- ✓ Increase learning time
- ✓ Provide social-emotional and community oriented services

To be Negotiated:

- Operational flexibility re: calendar/time, staffing, and budgeting
- Screen all staff and rehire no more than 50%
- Implement such strategies as: financial incentives, more flexible working conditions designed to recruit, place and retain staff
- Increase learning time



In Place:

- ✓ Replace the Principal
- ✓ Ongoing staff development
- ✓ Using data to identify and implement an instructional program
- ✓ Promote the continuous use of data
- ✓ Increase learning time
- ✓ Provide family and community engagement
- ✓ Ensure ongoing, intensive technical assistance

To be Negotiated:

- Operational flexibility re: calendar/time, staffing, and budgeting
- Remove staff who, after ample opportunity to improve their professional practice, have not done so
- Implement such strategies as: financial incentives, more flexible working conditions designed to recruit, place and retain staff
- Use evaluation system for teachers that take into account student data such as student achievement and graduation rates
- Identify and reward teachers and staff who increase student achievement and high school graduation
- Increase learning time



16 Required Elements

- A description of the educational program
- The measurable pupil outcomes identified for use by the school
- The method by which pupil progress in meeting those pupil outcomes
- The schools governance structure, including parental involvement
- The qualifications to be met by individual employed by the school
- Procedures to ensure health and safety of pupils and staff
- The means by which the school will achieve racial and ethnic balance among its pupils, reflective of the general population residing in the district
- Admission requirements, if applicable
- The manner in which annual financial audits will be conducted, and the manner in which audit exceptions and deficiencies will be resolved
- The procedures by which pupils will be suspended or expelled



16 Required Elements – con't

- Provisions for employee coverage under STRS, PERS or Federal Social Security
- The public school alternatives for pupils residing within the district who choose not to attend charters schools
- A description of rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and any rights of return to the school district after employment at a charter school
- A dispute resolution process
- A declaration whether or not the charter school will be the exclusive public school employer of the charter school employees
- The procedures to be used if the charter school closes



Santa Ana
Unified School District

Turnaround & Transformational Models

Turnaround Model Items in Place

Replace the Principal
On-going staff development
Use data to identify and implement an instructional program
Promote the continuous use of data
Increase learning time
Increase opportunities for promotion
Provide social-emotional and community oriented services
Adopt a new governance structure, which may include a "turnaround office"

Transformational Model Items in Place

Replace the Principal
On-going staff development
Use data to identify and implement an instructional program
Promote the continuous use of data
Increase learning time
Increase opportunities for promotion
Provide family and community engagement
Use an evaluation system for principals that take into account student achievement and graduation rates
Identify and reward school leaders who increase student achievement and high school graduation rates



Santa Ana
Unified School District

Turnaround & Transformational Models

Turnaround Model Negotiations

Grant principal operational flexibility re: calendar/time, staffing and budgeting
Implement such strategies as financial incentives, more flexible working conditions designed to recruit, place and retain staff
Increase learning time
Screen all staff and rehire no more than 50%

Transformational Model Negotiations

Grant principal operational flexibility re: calendar/time, staffing and budgeting
Implement such strategies as financial incentives, more flexible working conditions designed to recruit, place and retain staff
Increase learning time
Remove staff who, after ample opportunity to improve their professional practice, have not done so
Use an evaluation system for teachers that take into account student achievement and graduation rates
Identify and reward teachers who increase student achievement and high school graduation rates



Santa Ana
Unified School District

Options

Turnaround Transformation
Must Be Negotiated

Submit the
SIG after
negotiations

Submit SIG
without
negotiated
results

Don't
submit SIG



Santa Ana
Unified School District

SIG Timeline

Steps/Decisions	Time Frame
✓ Approval to prepare a SIG application – Identified schools.	April 13, 2010
✓ Begin negotiations	
✓ Conduct two public hearings to gather input at each school.	April 15 – 23, 2010
✓ Based on the needs assessment and public hearing input, select one of the four models to present to the Board for approval.	April 27, 2010
✓ Determine the steps that need to be taken for each model/ school and begin writing the grant narrative.	April 27 – May 7, 2010
✓ Present the draft of the grant including the narrative and preliminary budget to the Board of Education.	May 11, 2010
✓ Present the final grant application for Board approval prior to submission.	May 25, 2010
✓ Submit electronic copy of the grant to California Department of Education no later than 4:00 p.m.	June 1, 2010

SANTA ANA UNIFIED SCHOOL DISTRICT

DISTRICT ADVISORY COMMITTEE AND DISTRICT ENGLISH LEARNER ADVISORY COMMITTEE

March 22, 2010

MINUTES

DAC/DELAC

EXECUTIVE BOARD	Maria Tórres	DAC President	Saddleback High
	Victoria Zaragoza	DAC Vice President	Lathrop Intermediate
	Graciela Villalobos	DAC Secretary	Valley High
	Socorro Chacón	DELAC President	Santa Ana High
	Socorro Amaral	DELAC Vice President	Roosevelt Elementary
	Jacobe Murillo	DELAC Secretary	Muir Elementary

SCHOOL

PARENT REPRESENTATIVE

ADAMS	Martha Bermejo
CARR	Estela Jimenez Elisa Graciano
CARVER	Carmen Serrano
CENTURY	Martha Diaz Herlinda Alvarado Patricia Chavez
CHAVEZ	Yolanda Ochoa Maria E. Perez
COMMUNITY DAY	
DAVIS	Maria Salas
DIAMOND	Ana Ventura
EDISON	Rosa Ramirez
ESQUEDA	Hector Espinoza
FRANKLIN	Norma Ruiz
FREMONT	Jesus Martinez Juana Nunez
GARFIELD	Olga Calixto Miguel Bonilla
GREENVILLE	
GODINEZ	Celia Facundo

SCHOOL

HARVEY

HENINGER

HEROES

HOOVER

JACKSON

JEFFERSON

KENNEDY

KING

LATHROP

LINCOLN

LORIN GRISET

LOWELL

MACARTHUR

MADISON

MARTIN

MCFADDEN

MENDEZ

MIDDLE COLLEGE

MITCHELL

MONTE VISTA

MONROE

PARENT REPRESENTATIVE

Maria Brito
Luz Gonzalez
Estela Morales

Silvia Acevedo
Marciano Reyes

Felix Alvarez

Maria E. Carmona

Zenaida Nolasco
Martha Valdez

Gregoria Arambula
Victoria Zaragoza

Maria Sedano
Norma Arteaga

Alejandra Canela

Graciano Elisa

Paula Acevedo
Angelica Cisneros
Rosario Galeana

Maria D. Gomez
Ana Vargas (Evodio Xique)

SCHOOL

MUIR

PIO PICO

REMINGTON

ROMERO-CRUZ

ROOSEVELT

SADDLEBACK

SANTA ANA

SANTIAGO

SEGERSTROM

SEPULVEDA

SIERRA

SPURGEON

TAFT

THORPE

VALLEY

VILLA

WALKER

WASHINGTON

WILLARD

WILSON

PARENT REPRESENTATIVE

Guadalupe Celedon
Lidia Chavez

Thelma Lopez

Graciela Villalobos

Socorro Amaral
Martha Hernandez

Maria Torres

Socorro Chacon

Teresa Palomino

Rosa Diaz
Luz Orozco

Juana Galvaz
Hortencia Romero

Celina Still

Graciela Villalobos
Leonor Rico

Martha A. Hernandez

Maria Mendoza
Carmen Velasquez

Silvia Luna

Alma Velazquez

POLICE

PRINCIPALS

Robert Anguiano

Pio Pico Elementary

ASSISTANT PRINCIPALS

Jaime Ramirez
Cindy Spitzer
Virginia Morales

Jackson Elementary
Washington Elementary
Santiago Elementary

DISTRICT REPRESENTATIVES

Jamie Salafia
Cesar Gonzalez
Jenny Shumar
Marianne Bola
Nuria Solis

EL Programs
EL Programs
PSS-Homeless Program
Student Achievement
EL Programs

TOSA (Teacher On Special Assignment)

Maria Garcia
Lucy Cortes
Molly Lopez
Maria Acuna
Laura Gomez
Jessalyn Ortega
Vincent Rios
Royanne Carrozza
Annette Jackson
Maricela Pena

Garfield Elementary
Harvey Elementary
Hoover Elementary
Madison Elementary
Martin Elementary
Taft Elementary
Wilson Elementary
Carr Intermediate
Godinez High
Griset Academy

GUEST

George Reta
Angelica Serrano
Lupita Aragon
Martha Verduzco
Mayre Tapia
Monica Cervantes
Sylvia Baltazar
Melody Gonzalez
Herlinda Alvarado
Rosa Benitez

Chavez – Counselor
Carver Elementary
Franklin Elementary
Esqueda Elementary
Harvey Elementary
Century High
Walker Elementary
Century/Walker
Century High
Heroes Elementary

TRANSLATOR

Cesar Vargas

REPORTS

1. **REFRESHMENTS:**

Refreshments were provided by Title I Programs.

2. **CALL TO ORDER AND WELCOME:**

The meeting of the District Advisory Committee (DAC) and the District English Learner Advisory Committee (DELAC) was called to order at 8:40 a.m. by the District English Learner Advisory Committee (DELAC) President Maria Torres who welcomed those present and thanked them for their participation.

3. **PLEDGE OF ALLEGIANCE:**

Mrs. Maria Torres DAC President led the group in the Pledge of Allegiance in both English and Spanish.

4. **APPROVAL OF MINUTES:**

Time was allotted to review the minutes of March 22, 2010. Mrs. Maria Torres DAC President asked if there were any corrections or revisions for the minutes. Corrections to the minutes were noted by the membership and recorded by the secretary. Mrs. Torres asked if there was a motion to approve the minutes with corrections. Mrs. Silvia Acevedo from Heninger Elementary moved to approve the minutes and Mrs. Hortensia Romero from Spurgeon Intermediate seconded the motion. The corrected minutes were approved.

5. **2009-2010 CELDT, RECLASSIFICATION (RFEP) AND THE ANNUAL LANGUAGE CENSUS (R-30):**

Mr. Cesar Gonzalez and Ms. Jamie Salafia-Bellomo, Curriculum Specialists from EL Programs, conducted an interactive presentation on

- How English learners are identified (Home Language Survey)
- California English Language Development Test (CELDT)
- District criteria and procedures for reclassifying students from English learners (EL) to fluent English proficient (RFEP).
- Annual Language Census Report (R-30)

Voting devices were distributed and members were instructed on how to use them to participate in the presentation. CELDT is an annually administered assessment used to 1. Determine levels of English proficiency for identified English learners, 2. Annually assess progress of English language proficiency, and 3. Determine readiness for reclassification. Parents were polled on a number of items throughout the presentation to clarify their knowledge of what the various levels of CELDT proficiency were, the CELDT proficiency levels of their students, and whether their students had reclassified. Samples of individual CELDT results, how to read them and the role they play in reclassifying were discussed. SAUSD CELDT results over a two year period were shared along with the Annual Language Census Report (R-30) and how to access the R-30 through the California Department of Education (CDE) website. Reclassification criteria for grades 4 – 12 were presented to the DELAC for discussion and input.

6. BUILDING HEALTHY COMMUNITIES

Superintendent Russo shared a Power Point presentation that DAC and DELAC representatives had presented to the Board of Education at their April 13, 2010 meeting. This presentation summarized the ideas and recommendations gathered from the DAC/DELAC members at the March meeting for the Building Healthy Communities Initiative. Mrs. Russo commended the team for the outstanding job they did in representing the DAC/DELAC at that school board meeting.

7. PERSISTENTLY LOW ACHIEVING SCHOOLS

Superintendent Russo and Deputy Superintendent Dr. Cathie Olsky, presented an update on the state and federal requirements regarding the processes which must be followed by all six schools which were identified as Persistently Low Achieving (PLAS). Per the requirements of the PLAS, the Board of Education has directed these schools to involve parents, teacher and students in the process of identifying needs for each site by each subgroup. Mrs. Russo presented the same series of questions provided to the PLAS sites to the DAC/DELAC. Members were divided in three groups to give their responses to these same questions. Facilitators summarized parents' suggestions and ideas. These responses will be summarized and presented to the Board of Education.

8. ENROLLMENT COMMITTEE

Mr. Joe Dixon, Assistant Superintendent of Facilities, shared the findings of the most recent report from the district's Enrollment Committee. The Enrollment Committee was created by the Board of Education and issued the charge to conduct an analysis of the possibility of expanding elementary to include sixth grade at eight pilot schools across the district: Jackson, Harvey, Madison, Remington, Monroe, Santiago, Sepulveda, and Lowell. Mr. Dixon presented the enrollment impact for each of the eight pilot schools, California education codes regarding student to area ratios as well as the impact this change would have on the enrollment at affected intermediate schools and the potential issues regarding transfers of teachers. He invited parents to attend the next meeting in Room 106 on Thursday, April 15, 2010 at 6:00 p.m.

9. 2010 SUMMER PROGRAM OFFERINGS

Mr. Herman Mendez, Assistant Superintendent Elementary Division, presented the 2010 summer program offerings for Kindergarten through 7th grade students. School will start on June 24th, 2010 through July 30th, 2010 with classes running from 8:00 a.m. to 11:30 a.m. Monday through Friday. The summer programs will combine students from two sites due to construction projects underway at these sites: Fremont at Carver/Romero Cruz, Garfield at Remington, Hoover at Davis, Jackson at Lincoln, Kennedy at Roosevelt, Madison at Edison, Monte Vista at Diamond, and Wilson at Heroes. He said that the Kindergarten Academy will run from Monday through Friday from June 25 through June 31, 2010 offering two sessions: One from 8:00 to 11:00 a.m. and another from 12:00 p.m. to 3:00 p.m. at the following schools: King, Carver, Edison, Washington, Pio Pico, Davis, Lowell, Lincoln, and Heninger. Registration starts the first week in May. Parents can get more information at their child's schools

Mr. Alex Ayala, Assistant Superintendent Secondary Division, stated that some of the summer program offerings for Intermediate and High School students will also be combined or housed at different sites: Segerstrom and Godinez at Godinez, Santa Ana High School at Mendez, and Mendez at Villa Intermediate. School starts June 24th and ends July 30th, 2010. He mentioned that

there would be an additional program for students who did not advance to 9th grade. They will attend a Community Day structured school at McFadden Intermediate School to recuperate their grades starting June 14 until August 20, 2010. Transportation to and from the summer programs at all sites will not be provided by the district.

10. BUDGET UPDATE

Mr. Michael Bishop, Associate Superintendent Business Services, distributed a brochure containing a summary analysis of the District's financial condition as of Second Interim including the impact of the Governor's proposal budget. This brochure is currently available online on the SAUSD website. He explained that this report is based upon projections for the current fiscal year and two future years as of January 31, 2010. He further outlined and clarified the proposed state cuts to K-12 education. He stated that the district is closely watching the new legislative leaders as they try to build consensus around a plan of action to address the State's fiscal problems.

11. PUBLIC COMMENTS/ ANNOUNCEMENTS

Mrs. Juana Galvez invited all to attend a Book Fair at her school before the Open House

12. MEETING EVALUATION

Mrs. Graciela Villalobos reminded all those in attendance to turn in their meeting evaluations.

13. ADJOURNMENT

The meeting was adjourned at 11:15 a.m.



**SANTA ANA UNIFIED SCHOOL DISTRICT
DAC – DELAC COMMITTEE
GENERAL MEETING – March 22, 2010**

AGENDA

- | | |
|---|------------------------------|
| 1.0 Refreshments | Provided by Title I Programs |
| 2.0 Call to Order and Welcome | Socorro Chacón |
| 3.0 Pledge of Allegiance | Jacobé Murillo |
| 4.0 Approval of Minutes of January 25, 2010 | Victoria Zaragoza |
| Reports: | Jacobé Murillo |
| 5.0 Promising Neighborhoods <ul style="list-style-type: none"> ▪ SA Building Healthy Communities | Superintendent Jane Russo |
| 6.0 Persistently Low-Achieving Schools | Superintendent Jane Russo |
| 7.0 Budget Update | Michael P. Bishop |
| 8.0 2009-10 CELDT Results <ul style="list-style-type: none"> ▪ Components | EL Department Staff |
| 9.0 Reclassification <ul style="list-style-type: none"> ▪ Criteria ▪ Procedures ▪ Modifications | EL Department Staff |
| 10.0 2009-10 R-30 (Language Census) <ul style="list-style-type: none"> ▪ Site/District data | EL Department Staff |
| Announcements | Maria Torres |
| <p style="margin-left: 40px;">The next meeting will be held on Monday, April 19
2010, in the Board Room at the district office at 8:30 a.m.</p> | |
| 11.0 Public Comments | All |
| 12.0 Meeting Evaluation | Graciela Villalobos |
| 13.0 Adjournment | Socorro Amaral |

	Development/revision of the district English Learner Master Plan
	Conducting of a district-wide needs assessment
	Establish district program, goals, objectives for EL programs/services
	Development of plan to ensure compliance with applicable teacher and/or requirements
X	Administration of annual language census
X	Review/comment on district reclassification procedures
	Review/comment on written parent notification of initial school enrollment
	Waiver request affecting EL programs/services

YOUR PARTICIPATION AND ATTENDANCE IS EXTREMELY IMPORTANT

En Español al reverso



Santa Ana Unified School District

Jane A. Russo, Superintendent

Persistently Low Achieving Schools Intervention Model Options: SAUSD will be working with the schools in the coming days and weeks to review the requirements and prepare for the implementation of the required activities by the beginning of school 2010.

SAUSD must select one of these four intervention models for each of the schools:

1. **Turnaround Model** – Schools that implement the turnaround model, including replacing the principal and up to 50 percent of instructional staff, as well as other required school improvement activities, **must have completed principal and instructional staff replacements prior to the beginning of the 2010–11 school year.**
 - Replace principal and grant new principal sufficient operational flexibility (calendars/time, staffing, and budgeting)
 - Screen all existing staff and replace up to 50%
 - Implement such strategies as; 1) financial incentives, 2) increase opportunities for promotion, 3) more flexible work conditions designed to recruit, place and retain staff
 - Provide on-going staff development
 - Adopt a new governance structure which may include a new “turnaround office”
 - Use data to identify and implement an instructional program
 - Promote the continuous use of student data
 - Increase learning time
 - Provide social-emotion and community-oriented services
2. **Transformation Model** – Schools that implement the transformation model, including replacing the principal and increasing instructional time, as well as other required school improvement activities, **must have replaced the principal and instituted the new school schedule that increases instructional time by Day 1 of the 2010–11 school year.**
 - Replace principal who led prior to transformational model
 - Use an evaluation system for teachers and principals that take into account student data such as student achievement and graduation rates
 - Identify and reward school leaders, teachers, and staff who increase student achievement and high school graduation
 - Remove staff who, after ample opportunity to improve their professional practice, have not done so
 - Provide on-going staff development
 - Implement such strategies as; 1) financial incentives, 2) increase opportunities for promotion, 3) more flexible work conditions designed to recruit, place and retain staff
 - Use data to identify and implement an instructional program
 - Promote the continuous use of student data
 - Increase learning time
 - Provide family and community engagement
 - Give school sufficient operational flexibility (calendars/time, staffing, and budgeting)
 - Ensure ongoing, intensive technical assistance
3. **Restart Model** – Schools that close and reopen under a charter school operator, a charter management organization, or an education management organization **must open under the new management on Day 1 of the 2010–11 school year.**
4. **Closure Model** – If an LEA elects to close a school and enroll the students who attended that school in other schools in the LEA that are higher achieving, the LEA **may prepare for the school’s closure during the 2010–11 school year, but must close the school no later than the end of the 2010-11 school year.**

3/10/10:amr

1601 East Chestnut Avenue, Santa Ana, CA 92701-6322 (714) 558-5501

BOARD OF EDUCATION

Audrey Yamagata-Noji, Ph.D., President • Rob Richardson, Vice President
José Alfredo Hernández, J.D., Clerk • John Palacio, Member • Roman Reyna, Member

SANTA ANA UNIFIED SCHOOL DISTRICT

DISTRICT ADVISORY COMMITTEE AND DISTRICT ENGLISH LEARNER ADVISORY COMMITTEE

January 25, 2010

MINUTES

DAC/DELAC

EXECUTIVE BOARD

Jacobé Murillo	Muir
Victoria Zaragoza	Lathrop Inter.
María Tórrres	Saddleback High
Socorro Chacón	Santa Ana High
Graciela Villalobos	Valley High

SCHOOL

PARENT REPRESENTATIVE

ADAMS

Martha Bernejo

CARR

Estela Jimenez

CARVER

CENTURY

Edi Flores
Herlinda Alvarado
Patricia Chavez

CHAVEZ

COMMUNITY DAY

DAVIS

Maria Salas

DIAMOND

Ana Ventura

EDISON

ESQUEDA

Hector Espinoza

FRANKLIN

Norma Ruiz
Melissa Sanchez

FREMONT

Jesus Martinez
Juana Nunez

GARFIELD

Olga Calixto
Miguel Bonilla

GREENVILLE

Maria L Estrada

GODINEZ

Maria Gomez

SCHOOL

HARVEY

HENINGER

HEROES

HOOVER

JACKSON

JEFFERSON

KENNEDY

KING

LATHROP

LINCOLN

LORIN GRISET

LOWELL

MACARTHUR

MADISON

MARTIN

MCFADDEN

MENDEZ

MIDDLE COLLEGE

MITCHELL

MONTE VISTA

MONROE

PARENT REPRESENTATIVE

Maria Brito
Luz Gonzalez

Marciano Reyes
Silvia Acevedo

Ivonne Alfaro
Felix Alvarez

Cynthia Contreras

Gregoria Arambula
Victoria Zaragoza

Alejandra Canela

Alba Hernandez
Cynthia Contreras

Paula Acevedo
Angelica Cisneros
Rosario Galeana
Gloria Martin

Francisca Villalobos
Maria Gomez
Evodio Xique

Blanca Landin

SCHOOL

PARENT REPRESENTATIVE

MUIR

Jacobe Murillo
Wilbert Murillo

PIO PICO

Lidia Chavez
Guadalupe Celedon

REMINGTON

ROMERO-CRUZ

Maria I. Garcia
Graciela Villalobos

ROOSEVELT

Martha Hernandez

SADDLEBACK

Bernarda Espinal
Maria Torres

SANTA ANA

Socorro Chacon

SANTIAGO

Teresa Palomino

SEGERSTROM

SEPULVEDA

SIERRA

Rosa Diaz

SPURGEON

Juana Galvez
Hortencia Romero

TAFT

Celina Still

THORPE

Angie Aparicio
Veronica Acosta

VALLEY

Leonor Rico

VILLA

Martha Hernandez

WALKER

Maria Mendoza
Carmen Velasquez

WASHINGTON

Dora Flores

WILLARD

Ana Mena
Maricela Mendoza
Maria E. Vazquez

WILSON

Maria Gomez

POLICE

PRINCIPALS

ASSISTANT PRINCIPALS

Cynthia Spitzer	Washington
Jaime Ramirez	Jackson
Virginia Morales	Santiago
Jessica Banda	Carver/Romero-Cruz

DISTRICT REPRESENTATIVES

Michelle LePatner	Research & Evaluation
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TOSA (Teacher On Special Assignment)

Jessalyn Ortega	Taft
Elizabeth Luzania	Walker
Vincent Rios	Wilson
Delfina Briseno	Lathrop
Russel Ford	Spurgeon
Jimmy Bruke	Villa
Crystal Jimenez	Willard
Rosalina Espinoza	Century
Annette Jackson	Godinez
Marisela Pena	Grisete
Laura Gomez	Martin
Betsy Martinez	Pio Pico
Maria Acuna	Madison
Gabriela B. Gonzalez	Sepulveda

GUEST

Lupita Aragon	Franklin
Mayre Tapia	Carr
Aurora Cabrera	Harvey
Ma.del Carmen Mungia	Lathrop
Yolanda Bravo	Thorpe
Elvia Espinoza	Valley
Gloria Maritin	Mendez
Melody Gonzalez	Walker
Rosa Benitez	Heroes
Martha Valdez	King
Maria Munoz	Carver
Elisa Graciano	
Aurora Cabrera	Harvey
Zenaida Nolasco	King
Martha Verduzco	Esqueda

TRANSLATOR

Cesar Vargas

MINUTES

1. **REFRESHMENTS:**

Refreshments provided by Title I Programs.

2. **CALL TO ORDER AND WELCOME:**

The meeting of the District Advisory Committee (DAC) and the District English Learner Advisory Committee (DELAC) was called to order at 8:40 a.m. by the District English Learner Advisory Committee (DELAC) President Socorro Chacón, who welcomed those present and thanked them for their participation.

3. **PLEDGE OF ALLEGIANCE:**

Mrs. Victoria Zaragoza, DAC Vice-president led the group in the Pledge of Allegiance in both English and Spanish.

4. **APPROVAL OF MINUTES:**

Time was given to review the minutes of January 25, 2010. Mrs. Victoria Zaragoza, DAC Vice-President, asked if there were any corrections or revisions for the minutes.

Mrs. Zaragoza requested a motion to approve the minutes with corrections. Mr. Hector Espinoza from Esqueda Elementary made a motion to approve the minutes and Mrs. Maria Brito from Harvey Elementary seconded the motion. Minutes were approved.

CHANGE IN AGENDA

5. **PERSISTENTLY LOW-ACHIEVING SCHOOLS**

Superintendent Jane Russo explained state laws and rules that apply to struggling schools and mentioned the three schools that were identified by the state: Century High School, Willard Intermediate and Valley High School. She explained the information about the choices the Board of Education has in turning around these schools. She stated that option four in the handout is not an option. The district is not going to close any schools. She explained that the district must select one of the four intervention models: Turnaround Model, Transformation Model, Restart Model and Closure Model. Each model was explained in detail. Mrs. Russo assured parents that the Closure Model was not an option at SAUSD. She stated that there will be extensive dialogues with administrators, teachers and parents to gather their thoughts. She responded to questions from the audience.

6. **PROMISE NEIGHBORHOODS**

Dr. Cathie Olsky explained that Promise Neighborhoods is built on the experiences of the Harlem Children Zone. This project contains five principles: Serve an entire neighborhood comprehensively at a large enough scale to have an impact on all children in the region; create a pipeline of support for children from birth through college; build community among residents, institutions and stakeholders rooted in passion, accountability, leadership, and teamwork. She mentioned that, in order to apply for funding, applicants must have a strong partnership with schools and school districts. This is a \$ 210 million competitive grant and only 10 awards will be made available. The purpose of the project is to improve the education and development outcomes of children. This project seeks to transform communities by supporting efforts to improve child outcomes, identify and increase the capacity of community-based organizations, build a continuum of academic programs, integrating programs and working with local government to

1. REFRIGERIO:

El Programa de Título I ofreció un refrigerio para los presentes antes de iniciar la sesión.

2. APERTURA Y BIENVENIDA:

La junta del Comité Consultivo del Distrito (CCD) y Comité Consultivo de Aprendices de Inglés del Distrito (CCAID) fue abierta a las 8:40a.m. por la Sra. Socorro Chacón, Presidenta del CCAID quien dio la bienvenida a los presentes y agradeció su participación.

3. JURAMENTO A LA BANDERA:

La Sra. Victoria Zaragoza, Vicepresidenta del CCD, dirigió a los presentes en el saludo a la bandera en inglés y en español.

4. APROBACIÓN DE LAS ACTAS:

Se dió tiempo para revisar las actas de la junta del 25 de enero del 2010. La Sra. Victoria Zaragoza, Vicepresidenta de CCD preguntó si había correcciones o revisiones. La Sra. Zaragoza pidió una moción para aprobar las actas. El Sr. Héctor Espinoza de la Escuela Primaria Esqueda, hizo la moción y la Sra. Maria Brito de la Escuela Primaria Harvey secundó la moción. Las actas fueron aprobadas.

CAMBIO EN LA AGENDA

5. ESCUELAS CON BAJO DESEMPEÑO PERSISTENTEMENTE

La Superintendente Jane Russo explicó las leyes estatales y federales que se aplican a las escuelas con bajo desempeño y mencionó las tres escuelas identificadas por el estado: Preparatoria Century, Secundaria Willard y Preparatoria Valley. Ella explicó la información acerca de las diferentes opciones que tiene la Mesa Directiva para transformar las tres escuelas. Ella explicó que el distrito deberá seleccionar uno de los cuatro modelos de intervención: Modelo de Cambio Completo, Modelo de Transformación, Modelo de Reinicio y Modelo de Clausura. Cada modelo fue explicado en detalle. La Sra. Russo aseguró a los padres que el Modelo de Clausura no era una opción para el Distrito. Ella expresó que se tendrán extensos diálogos con los administradores, maestros y padres para reunir sus ideas. Ella respondió a las preguntas del público.

6. VECINDADES PROMESA

La Dra. Cathie Olsky explicó que Vecindades Promesa es un concepto basado en las experiencias de la Zona de Niños de Harlem. Este proyecto contiene cinco principios: servir a una vecindad de una manera completa a gran escala para tener impacto en todos los niños en la región, crear un conducto de apoyo para los niños desde el nacimiento hasta que lleguen a la universidad, establecer comunidad entre los residentes, instituciones y personas interesadas enraizada en la pasión, responsabilidad, liderazgo y trabajo en equipo. Ella mencionó que para poder solicitar los fondos, los solicitantes deben tener colaboración sólida con las escuelas y distritos escolares. Esta subvención de \$210 millones es una subvención de competencia y sólo se distribuirán 10 designaciones. El propósito de este proyecto es mejorar la educación y el desarrollo de los niños. Este proyecto busca transformar las comunidades apoyando los esfuerzos para mejorar los resultados en los niños, identificar y aumentar la capacidad de las organizaciones comunitarias, edificar un continuo de programas académicos, integrando programas y trabajando con los gobiernos locales para edificar la infraestructura. La Dra. Olsky mencionó que cada receptor tiene como meta lograr un aumento drástico en el número de niños y jóvenes que entran a la

build the infrastructure. She mentioned that each grantee would have as a goal attaining a dramatic increase in the number of children and youth who successfully enter college. Dr. Olsky also explained the required elements and talked about the established partnerships.

7. SANTA ANA BUILDING HEALTHY COMMUNITIES

Superintendent Jane Russo explained that the project is designed to improve health systems and the physical, social and economic, and service structures that support healthy living and healthy behaviors in California. Focusing on identified goals and 10 outcomes developed on the fact that health problems are linked to poverty, employment, education child development, housing, the environment and other issues, Central Santa Ana has been selected as one of 14 communities throughout California to begin the process of a potential Place Partnership. Funding from the California Endowment is making this project possible. She stated that several community groups have been formed to discuss the Ten Outcomes, which are:

1. All children have health coverage.
2. Families have improved access to a health home¹ that supports healthy behaviors.
3. Health and family-focused human services² shift resources toward prevention.
4. Residents live in communities with health-promoting land use, transportation and community development.
5. Children and their families are safe from violence in their homes and neighborhoods.
6. Communities support healthy youth development.
7. Neighborhood and school environments support improved health and healthy behaviors.
8. Community health improvements are linked to economic development.
9. Health gaps for young men and boys of color are narrowed.
10. Strategic use of media elevates local experience to help influence policy and systems change at all levels.

Superintendent Russo, requested parent input and asked the group to divide in three sub-groups. Each group had a facilitator who captured parent's thoughts and opinions about the Ten Outcomes. The information will be presented to the Board of Education at their first meeting in April.

8. BUDGET UPDATE

Item was postponed until next meeting.

9. 2009-2010 CELD RESULTS

Item was postponed until next meeting

10. RECLASSIFICATION CRITERIA, PROCEDURES, MODIFICATIONS

Item was postponed until next meeting

11. 2009-2010 R-30 LANGUAGE CENSUS

Item was postponed until next meeting

12. PUBLIC COMMENTS

None

13. MEETING EVALUATION

None

14. ADJOURNMENT

The meeting was adjourned at 11:15 a.m.

universidad. La Dra. Olsky también explicó los elementos requeridos y las colaboraciones ya establecidas.

7. SANTA ANA EDIFICANDO COMUNIDADES SALUDABLES

La Superintendente Jane Russo explicó que el proyecto está diseñado para mejorar los sistemas de salud y las estructuras físicas, sociales y económicas, y estructuras de servicio que apoyan un estilo de vida y comportamientos saludables en California. Debido al enfoque en las metas identificadas y en los 10 objetivos que se han desarrollado, basados en el hecho de que los problemas de salud están unidos a la pobreza, empleo, educación, desarrollo infantil, situación habitacional, el medio ambiente y otros temas, la región del Centro de Santa Ana ha sido seleccionada como una de las 14 comunidades en California para iniciar el proceso de llegar a ser un Lugar de Colaboración.

El apoyo financiero por parte del Legado de California (California Endowment) es lo que hace posible este proyecto. La Dra. Olsky mencionó que se han formado varios grupos comunitarios para discutir las 10 metas siguientes:

1. Todos los niños tienen cobertura médica
2. Las familias tienen mejor acceso a una casa de salud que apoya conductas saludables
3. Servicios humanos enfocados en familias y la salud enfocan sus recursos en prevención
4. Residentes viven en comunidades con uso de terreno que promueve la salud, con transporte y desarrollo comunitario
5. Los niños y sus familias están a salvo de la violencia en sus casas y sus comunidades
6. Las comunidades apoyan el desarrollo saludable de la juventud
7. El medio ambiente de las comunidades y escuelas apoya mejoras a la salud y conductas saludables
8. El mejoramiento de salud de la comunidad es conectado con el desarrollo económico
9. Se cierran las brechas de salud para los hombres jóvenes y niños de color
10. California tiene una visión común sobre la salud comunitaria

La Superintendente Russo solicitó aportaciones y le pidió al grupo dividirse en tres subgrupos. Cada subgrupo tuvo un facilitador, quien sintetizó los pensamientos y opiniones de los padres sobre las 10 metas. Esta información se presentará a la Mesa Directiva en su primer junta en abril.

8. REVISIÓN DEL PRESUPUESTO

Este punto se pospuso para la próxima reunión.

9. RESULTADOS DE EXÁMENES CELDT 2009-2010

Este punto se pospuso para la próxima reunión.

10. CRITERIOS DE RECLASSIFICACIÓN, PROCEDIMIENTOS, MODIFICACIONES.

Este punto se pospuso para la próxima reunión.

11. CENSO DEL LENGUAJE (R-30) 2010

Este punto se pospuso para la próxima reunión.

12. COMENTARIOS PÚBLICOS

Ninguno.

13. EVALUACION DE LA SESIÓN

Ninguna.

14. CLAUSURA

La junta se clausuró a las 11:15 a.m.

Supporting Documents

Superintendent's Meetings

Pesistently Low-Achieving Schools Meetings

Date	Meeting w/Group	Staff	
03/05/10	Century Staff	Ms. Russo Mr. Lopez	
03/05/10	Valley Staff	Dr. Olsky Mr. Ayala	
03/05/10	Willard Staff	Ms. Miller Ms. Le Patner	
03/12/10	Saddleback Staff	Dr. Olsky Mr. Ayala	
03/12/10	Santa Ana Staff	Ms. Russo Mr. Lopez	
03/12/10	Sierra Staff	Ms. Miller Ms. Le Patner	
03/16/10	SA Building Healthy Communities Organizational Leader Groups	Ms. Russo Dr. Olsky	
03/19/10	OCCO	Ms. Russo	Bao Nguyen
03/22/10	DAC/DELAC Committee	Ms. Russo Dr. Olsky	
03/23/10	SAUSD Board of Education	Dr. Olsky	
03/20/10	DAIT/SALT mtg.	Cabinet	
03/31/10	Los Amigos of Orange County	Ms. Russo	
04/12/10	Joint SAUSD/City of Santa Ana Council	Ms. Russo, Dr. Olsky, Mssrs. Bishop/Dixon	
04/13/10	Board of Education	Cabinet/staff	
04/27/10	Board of Education	Cabinet/staff	
05/11/10	Board of Education	Cabinet/staff	
05/24/10	DAC/DELAC	Ms. Russo Dr. Olsky	
05/25/10	Board of Education	Ms. Russo Dr. Olsky	
05/27/10	COMMLink – City of Santa Ana	Dr. Olsky Mr. Lopez	
06/02/10	Susan Mercer, Meg Robinson, Billy West	Ms. Russo, Dr. Olsky, Mr. Lopez	



Santa Ana Unified School District

Jane A. Russo, Superintendent

Persistently Low Achieving Schools Intervention Model Options: SAUSD will be working with the schools in the coming days and weeks to review the requirements and prepare for the implementation of the required activities by the beginning of school 2010.

SAUSD must select one of these four intervention models for each of the schools:

1. **Turnaround Model** – Schools that implement the turnaround model, including replacing the principal and up to 50 percent of instructional staff, as well as other required school improvement activities, **must have completed principal and instructional staff replacements prior to the beginning of the 2010–11 school year.**
 - Replace principal and grant new principal sufficient operational flexibility (calendars/time, staffing, and budgeting)
 - Screen all existing staff and replace up to 50%
 - Implement such strategies as; 1) financial incentives, 2) increase opportunities for promotion, 3) more flexible work conditions designed to recruit, place and retain staff
 - Provide on-going staff development
 - Adopt a new governance structure which may include a new “turnaround office”
 - Use data to identify and implement an instructional program
 - Promote the continuous use of student data
 - Increase learning time
 - Provide social-emotion and community-oriented services
2. **Transformation Model** – Schools that implement the transformation model, including replacing the principal and increasing instructional time, as well as other required school improvement activities, **must have replaced the principal and instituted the new school schedule that increases instructional time by Day 1 of the 2010–11 school year.**
 - Replace principal who led prior to transformational model
 - Use an evaluation system for teachers and principals that take into account student data such as student achievement and graduation rates
 - Identify and reward school leaders, teachers, and staff who increase student achievement and high school graduation
 - Remove staff who, after ample opportunity to improve their professional practice, have not done so
 - Provide on-going staff development
 - Implement such strategies as; 1) financial incentives, 2) increase opportunities for promotion, 3) more flexible work conditions designed to recruit, place and retain staff
 - Use data to identify and implement an instructional program
 - Promote the continuous use of student data
 - Increase learning time
 - Provide family and community engagement
 - Give school sufficient operational flexibility (calendars/time, staffing, and budgeting)
 - Ensure ongoing, intensive technical assistance
3. **Restart Model** – Schools that close and reopen under a charter school operator, a charter management organization, or an education management organization **must open under the new management on Day 1 of the 2010–11 school year.**
4. **Closure Model** – If an LEA elects to close a school and enroll the students who attended that school in other schools in the LEA that are higher achieving, the LEA **may prepare for the school’s closure during the 2010–11 school year, but must close the school no later than the end of the 2010-11 school year.**

3/10/10:amr

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Santa Ana Unified School District

Jane Russo, Superintendent

Persistently Low Achieving Schools Talking Points for Board of Education

The State Board of Education met today to discuss Substitution Waivers that impact three of SAUSD's schools: Sierra Intermediate, Saddleback High School and Santa Ana High School. These schools are identified as persistently low achieving and based on the vote approved today at the State Board of Education, these three schools are now considered persistently low-achieving and are eligible for the School Improvement Grant (SIG) Funding. The State Board is also discussing whether the list will remain the same or change, based on alternative schools inclusion as well.

Schools Achievement

While the State and federal government formally identified these schools this week, these schools have already made progress and the reforms have been made are addressed below. In reviewing the intervention models on page 2 and 3, please note that many of the reforms required by legislation have already taken place at these schools.

- Saddleback made 8% growth in English language arts and 3.6% in mathematics in the last 3 years in CAHSEE performance; 1 point of API growth; and 1.2% growth in graduation rate (92.5%).
- Santa Ana High School made 2.8% of growth in English language arts and 5.9% in mathematics in the last 3 years in CAHSEE performance; 12.2% growth in graduation rate (91%).
- Sierra made 8% of growth in English language arts and 3.6% in mathematics in the last 3 years on the California Standards Test; 26 points of API growth in the last three years.

Saddleback, Santa Ana HS and Sierra principals were replaced in the last 2 years. Teachers have been provided ongoing staff development in the areas of Mathematics, ELA and engagement strategies. Utilizing the State's Academic Performance Survey, specific focus areas were identified at each site. The schools evaluate student progress on academic content standards every 6-9 weeks and SAUSD has offered increased learning time through the Assets After School Program at Sierra Intermediate School.

Identification Criteria

In the case of the three identified substitution waiver schools in SAUSD, identification was based on two areas: Identification as Program Improvement Title I schools and a 3-year average AYP proficiency rate for the 'all student' group in English-language arts and mathematics. For Sierra, percent proficient rates are based on the CST, while Santa Ana High School and Saddleback High School percent proficient rates are based on grade 10 CAHSEE.

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Percent Proficient (AYP)

School	English-language arts				Mathematics			
	2007	2008	2009	3 Yr Avg.	2007	2008	2009	3 Yr Avg.
Saddleback HS	21.9%	29.2%	28.1%	26.4%	32.4%	36.6%	36.6%	35.2%
Santa Ana HS	26.6%	35.2%	29.4%	30.4%	34.4%	39.3%	40.3%	38%
Sierra Intermediate	18.9%	20.5%	26.9%	22.1%	18.1%	20.2%	21.7%	20%

Identification of persistently low-achieving schools in California was based on a process which included multiple areas: Identification as Program Improvement Title I, an average 3-year Adequate Yearly Progress (AYP) proficiency rate, Academic Performance, and graduation rate below 60%. All three of these substitution waiver schools were identified as a result of the 3-year average AYP.

SAUSD must select one of these four intervention models for each of the schools:

1. **Turnaround Model** – Schools that implement the turnaround model, including replacing the principal and rehire up to 50 percent of instructional staff, as well as other required school improvement activities, **must have completed principal and instructional staff replacements prior to the beginning of the 2010–11 school year.**
 - Replace principal and grant new principal sufficient operational flexibility (calendars/time, staffing, and budgeting)
 - Screen all existing staff and rehire no more than 50%
 - Implement such strategies as; 1) financial incentives, 2) increase opportunities for promotion, 3) more flexible work conditions designed to recruit, place and retain staff
 - Provide on-going staff development
 - Adopt a new governance structure which may include a new “turnaround office”
 - Use data to identify and implement an instructional program
 - Promote the continuous use of student data
 - Increase learning time
 - Provide social-emotion and community-oriented services
2. **Transformation Model** – Schools that implement the transformation model, including replacing the principal and increasing instructional time, as well as other required school improvement activities, **must have replaced the principal and instituted the new school schedule that increases instructional time by Day 1 of the 2010–11 school year.**
 - Replace principal who led prior to transformational model
 - Use an evaluation system for teachers and principals that take into account student data such as student achievement and graduation rates

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- Identify and reward school leaders, teachers, and staff who increase student achievement and high school graduation
 - Remove staff who, after ample opportunity to improve their professional practice, have not done so
 - Provide on-going staff development
 - Implement such strategies as; 1) financial incentives, 2) increase opportunities for promotion, 3) more flexible work conditions designed to recruit, place and retain staff
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3. **Restart Model** – Schools that close and reopen under a charter school operator, a charter management organization, or an education management organization **must open under the new management on Day 1 of the 2010–11 school year.**
4. **Closure Model** – If an LEA elects to close a school and enroll the students who attended that school in other schools in the LEA that are higher achieving, the LEA **may prepare for the school's closure during the 2010–11 school year, but must close the school no later than the end of the 2010–11 school year.**

SAUSD will be working with these schools in the coming days and weeks to review the requirements and prepare for the implementation of the required activities by the beginning of school 2010.



Santa Ana Unified School District

Jane Russo, Superintendent

Based on Federal and State Laws (Rate to the Top, American Recovery and Reinvestment Act, and SBX5 1, SBX5 4), California was required to identify the State's 5% persistently lowest-achieving schools (187) and implement specific intervention models beginning in the 2010-11 school year. Three of SAUSD's schools were identified in this category: Willard Intermediate, Century High School, and Valley High School.

Schools Achievement

District already identified these schools more than two years ago and adopted transformational measures to improve student achievement. While the State and federal government formally identified these schools this week, these schools have already made progress and the reforms have that have been made are addressed below. In reviewing the intervention models on page 2 and 3, please note that many of the reforms required by legislation have already taken place at these schools.

- Willard has made 6.3% growth in the percent proficient in English-language arts and 10.4% growth in mathematics on the California Standards Test.
In the last three years, Willard made 35 points of growth on API.
- Valley made .1% of growth in percent proficient in English-language arts and 3.1% growth in mathematics on the California High School Exit Exam (grade 10 only).
Valley made growth in API of 9 points in 2009.

Both Willard and Valley's principals were replaced this year. Teachers have been provided ongoing staff development in the areas of Mathematics, ELA and engagement strategies. Utilizing the State's Academic Performance Survey, specific focus areas were identified at each site. The schools evaluate student progress on academic content standards every 6-9 weeks and SAUSD has offered increased learning time through the Assets After School Program Grant.

- Century made 6.6% growth in the percent proficient English-language arts (11% growth in 2008 and a drop of 4.4% in 2009) and 4.2% of growth in mathematics on the California High School Exit Exam (grade 10 only).
In API, Century made 14 points of growth in the last three years.

With continued support from OCDE and the SAIT Technical Assistance Team, Century staff has been provided staff development, analyzed specific areas for improvement with the State's Academic Performance Survey, and evaluated student progress on a 6-9 week basis. Century students have also had the opportunity for increased learning time through the Assets After School Program Grant. As a result of this legislation, the principal must be replaced, as she has been there for more than 2 years.

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Identification Criteria

In the case of the three identified schools in SAUSD, identification was based on two areas: Identification as Program Improvement Title I schools and a 3-year average AYP proficiency rate for the 'all student' group in English-language arts and mathematics. For Willard, percent proficient rates are based on the CST, while Century and Valley's percent proficient rates are based on grade 10 CAHSEE.

Percent Proficient (AYP)								
School	English-language arts				Mathematics			
	2007	2008	2009	3 Yr Avg.	2007	2008	2009	3 Yr Avg.
Willard (CST)	17%	20%	23.3%	20.1%	11.5%	22.3%	21.9%	18.6%
Century (CAHSEE)	20.1%	31.1%	26.7%	26%	27.7%	30.9%	31.2%	29.9%
Valley (CAHSEE)	20.5%	27.6%	20.6%	22.9%	30.7%	30.6%	33.8%	31.7%

Identification of persistently low-achieving schools in California was based on a process which included multiple areas: Identification as Program Improvement Title I, an average 3-year Adequate Yearly Progress (AYP) proficiency rate, Academic Performance, and graduation rate below 60%. Willard, Century and Valley were identified as a result of AYP proficiency rate.

SAUSD must select one of these four intervention models for each of the schools:

- 1. Turnaround Model** – Schools that implement the turnaround model, including replacing the principal and up to 50 percent of instructional staff, as well as other required school improvement activities, **must have completed principal and instructional staff replacements prior to the beginning of the 2010–11 school year.**
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 - Replace principal who led prior to transformational model
 - Use an evaluation system for teachers and principals that take into account student data such as student achievement and graduation rates

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- Identify and reward school leaders, teachers, and staff who increase student achievement and high school graduation
 - Remove staff who, after ample opportunity to improve their professional practice, have not done so
 - Provide on-going staff development
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SAUSD will be working with these schools in the coming days and weeks to review the requirements and prepare for the implementation of the required activities by the beginning of school 2010.

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Santa Ana Unified School District

Jane Russo, Superintendent

General Script for School Visits

- I. Thank you for meeting with us today. We wanted to personally come and share recent legislation that will be announced in the coming day that impacts your school. We recognize your progress and keenly aware of the work you are doing.

The State Board of Education met just yesterday to discuss persistently low performing schools, and three more schools were added to the list: Sierra Intermediate, Saddleback High School and Santa Ana High School. These schools are identified as persistently low achieving and based on the vote approved yesterday at the State Board of Education. These schools are now considered persistently low-achieving along with Willard IS, Century HS and Valley HS, and are eligible for the School Improvement Grant (SIG) Funding. The State Board is also discussing whether the list will remain the same or change, based on alternative schools inclusion as well.

- 3:05p.m. Saddleback made 8% growth in English language arts and 3.6% in mathematics in the last 3 years in CAHSEE performance; 1 point of API growth; and 1.2% growth in graduation rate (92.5%).
- 3:00p.m. Santa Ana High School made 2.8% of growth in English language arts and 5.9% in mathematics in the last 3 years in CAHSEE performance; 12.2% growth in graduation rate (91%). 16 point growth in API this past year.
 - Staff Collaboration
 - Teacher walk-throughs
 - Department action plans that drive the department work
 - Classroom walk-throughs
- 2:45p.m. Sierra made 8% of growth in English language arts and 3.6% in mathematics in the last 3 years on the California Standards Test; 26 points of API growth in the last three years.
 - Student engagement
 - Positive school culture is positive and has improved
 - Data analysis meetings—developing lessons based on the data
 - Collaboration

Saddleback, Santa Ana HS and Sierra principals were replaced in the last 2 years. Teachers have been provided ongoing staff development in the areas of Mathematics, ELA and engagement strategies. Utilizing the State's Academic Performance Survey, specific focus areas were identified at each site. The schools evaluate student progress on academic content standards every 6-9 weeks and SAUSD has offered increased learning time through the Assets After School Program Grant.

The district, your administration and the community appreciate your hard work and efforts to improve student achievement and these results are evidence of your commitment to our children.

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II. What has already been achieved and will continue: (pass out intervention model options)

School	English-language arts				Mathematics			
	2007	2008	2009	3 Yr Avg.	2007	2008	2009	3 Yr Avg.
Saddleback HS	21.9%	29.2%	28.1%	26.4%	32.4%	36.6%	36.6%	35.2%
Santa Ana HS	26.6%	35.2%	29.4%	30.4%	34.4%	39.3%	40.3%	38%
Sierra Intermediate	18.9%	20.5%	26.9%	22.1%	18.1%	20.2%	21.7%	20%

Legislative Options

1. **Turnaround Model** – Schools that implement the turnaround model, including replacing the principal and up to 50 percent of instructional staff, as well as other required school improvement activities, must have completed principal and instructional staff replacements prior to the beginning of the 2010–11 school year.
2. **Transformation Model** – Schools that implement the transformation model, including replacing the principal and increasing instructional time, as well as other required school improvement activities, must have replaced the principal and instituted the new school schedule that increases instructional time by Day 1 of the 2010–11 school year.
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4. **Closure Model** – If an LEA elects to close a school and enroll the students who attended that school in other schools in the LEA that are higher achieving, the LEA may prepare for the school's closure during the 2010–11 school year, but must close the school no later than the end of the 2010–11 school year. **We are not closing your school!**

III. Identification Criteria based on two areas: Identification as Program Improvement Title I schools and a 3-year average AYP proficiency rate for the 'all student' group in English-language arts and mathematics.

- a. Based on Federal and State Laws (Rate to the Top, American Recovery and Reinvestment Act, and SBX5 1, SBX5 4), California was required to identify the State's 5% persistently lowest-achieving schools (187) and implement specific intervention models beginning in the 2010-11 school year.
- b. SAUSD's schools were identified in this category: Sierra Intermediate, SAHS, Saddleback High School, Willard Intermediate, Century High School, and Valley High School.

For intermediate schools, percent proficient rates are based on the CST
High Schools percent proficient rates are based on grade 10 CAHSEE.

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Percent Proficient (AYP)

Identification of persistently low-achieving schools in California was based on a process which included multiple areas: Identification as Program Improvement Title I, an average 3-year Adequate Yearly Progress (AYP) proficiency rate, Academic Performance, and graduation rate below 60%. SAUSD schools were identified as a result of AYP proficiency rate.

IV. Next Steps: Work with Union, community, etc.

V. More Information on CDE website at www.cde.ca.gov under Item 18-SBE

Resource: Michelle LePatner
3/12/10



Santa Ana Unified School District

Jane A. Russo, Superintendent

March 8, 2010

Dear Parents:

New Federal and State laws require the State of California to identify its persistently lowest-performing schools, and Valley High School has been identified as one of these schools.

Identification of these schools is based on their Federal Program Improvement status and the previous three-year average of the proficiency rate in English Language Arts and Mathematics. Schools that fall into this category are required to implement one of the following specific intervention models at the start of the new school year 2010-11:

- **Turnaround Model** – replacing the principal (serving more than two years) and up to half of the instructional staff
- **Transformational Model** – replacing the principal (serving more than two years) and increasing instructional time
- **Restart Model** – closing and reopening the school under a charter school operator
- **Closure Model** – closing the school and enrolling the students in other higher achieving schools (currently not an option for Santa Ana Unified School District).

Because Valley's principal, Mrs. Swerdlow, has served less than one year, she will remain as the principal.

Valley High has already made many improvements in instruction and restructuring the school to better meet the needs of all of our students, even during a time in which our budgets continue to be cut. This new identification from the State will bring additional funding to Valley through a Federal School Improvement Grant which can help ensure the success of our students.

As we continue to learn more about the intervention models, we will continue to communicate what changes will be made to serve our students and meet the State requirements. If you have questions or need additional information, please feel free to call the principal at (714) 241-6410.

Sincerely,

A handwritten signature in cursive script that reads "Jane Russo".

Jane Russo

Español al reverso

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Agenda for Stakeholder Meetings:

- I. Communicate current problems
 - a. Student Achievement at your school (achievement attached)
 - b. Designation as persistently-lowest achieving-why your school was identified
- II. Explain why current achievement levels are not acceptable
- III. Communicate the vision of future success
 - a. Ensure all students learn
 - b. We will strengthen instruction in literacy and mathematics
 - c. We will improve graduation rates
 - d. We will strengthen college and career-readiness pathways so that all students are prepared for their future
 - e. We will ensure our stakeholders (parents, students, community, staff) are informed and part of the decision-making processes
- IV. Explain the process we are utilizing to gather feedback
 - a. We are facilitating meetings to discuss what we need to improve upon (meetings with all stakeholders, district guidance and alignment of systems for school, Union negotiations)
 - b. The Board makes the ultimate decision about the intervention model
- V. Today's meeting objectives
 - a. Gather feedback in the following areas: (Parent Community Partnerships, Leadership and Staffing, School Culture, Organization, Curriculum and Instruction)

Questions To Ask During Public Forums
(Spanish questions on next page)

Parent, Community, Partnerships

- How would you like to be informed of school decisions that affect your student?
- How can we improve community participation at the school?
- How can we increase parent involvement in the student's education?
- What challenges do students face in the community that are barriers to learning?
- How can parents/teachers/students support student achievement?

Leadership and Staffing

- How can we improve respectful relationships between staff and students?
- In what ways can we improve relationships among district, site and community?
- (Staff Only) How can we improve relationships between leadership and staff?
- How do we ensure that the best teachers are teaching our students?

Environment/School Culture

- What would it look like if our school, _____ was successful?
- What should be done to improve the safety of our students?
- What are the barriers to learning in school?
- What can we do to strengthen student pride in our school?
- How can we promote a "never-give up" philosophy based on high expectations for staff, students and the community?
- What will help motivate our students to improve learning and behavior?
- How might we help students, staff and the community personally "see and feel" the problems students face?

Organization

- How can parents ensure their children attend school daily?
- How might we alter the school day schedule to ensure all students are able to attend and learn?
- What alternative formats for schooling might encourage students to attend and to be engaged?

Curriculum/Instruction

- (Staff) How can we ensure lesson plans are aligned with standards?
- In what ways can we monitor student progress on standards regularly?
- How can we create classrooms that encourage student input and interaction?
- What measures should we use to monitor school progress? (accountability)
- What am I willing to do to improve student achievement?

Questions in yellow must be asked

Preguntas para los foros públicos

Padres de familia, comunidad, alianzas

- ¿Cómo quisiera que le informaran sobre las decisiones de la escuela que afectan a su hijo(a)?
- ¿Cómo podemos mejorar la participación comunitaria en la escuela?
- ¿Cómo podemos aumentar la participación de los padres en la educación de los alumnos?
- ¿Qué retos encaran los alumnos en la comunidad que son barreras para el aprendizaje?
- ¿Cómo pueden apoyar el aprovechamiento estudiantil los padres de familia/maestros/alumnos?

Liderazgo y personal

- ¿Cómo podemos mejorar las relaciones respetuosas entre alumnos y personal?
- ¿De qué maneras podemos mejorar las relaciones entre el distrito, la escuela y la comunidad?
- (Sólo personal escolar) ¿Cómo podemos mejorar las relaciones entre los líderes y el personal?
- ¿Cómo nos aseguramos que los mejores maestros están enseñando a nuestros alumnos?

Ambiente/Cultura escolar

- ¿Qué veríamos si nuestra escuela, _____, fuese exitosa?
- ¿Qué se debe hacer para mejorar la seguridad de nuestros alumnos?
- ¿Cuáles son las barreras para aprender en la escuela?
- ¿Qué podemos hacer para mejorar el orgullo estudiantil en nuestra escuela?
- ¿Cómo podemos promover una filosofía de “nunca te rindas” fundada en altas expectativas para el personal, los alumnos y la comunidad?
- ¿Qué ayudará a motivar a nuestros alumnos para mejorar el aprendizaje y la conducta?
- ¿Cómo podemos ayudar a los alumnos, el personal y la comunidad a “ver y sentir” personalmente los problemas que encaran los alumnos?

Organización

- ¿Cómo se pueden asegurar los padres que sus hijos asistan a la escuela a diario?
- ¿Cómo podemos alterar el horario escolar para que todos los alumnos puedan asistir y aprender?
- ¿Qué formatos escolares alternativos podrían alentar a los alumnos a asistir y a participar?

Plan de estudios/enseñanza

- (Personal) ¿Cómo nos aseguramos que los planes de lecciones están alineados con las normas?
- ¿De qué maneras podemos vigilar con regularidad el progreso estudiantil en las normas?
- ¿Cómo podemos crear salones de clases que fomenten participación e interacción estudiantil?
- ¿Qué medidas debemos usar para vigilar el progreso escolar? (rendición de cuentas)
- ¿Qué estoy dispuesto(a) a hacer para mejorar el aprovechamiento estudiantil?

Se tienen que hacer las preguntas en amarillo desecho

Agenda for Stakeholder Meetings/Agenda de juntas para grupos interesados:

- I. **Communicate current problems/Comunicación de problemas actuales**
 - a. **Student Achievement at your school (achievement attached)/Aprovechamiento de alumnos en su escuela (aprovechamiento adjunto)**
 - b. **Designation as persistently-lowest achieving-why your school was identified/Asignación de escuela con bajo desempeño persistente-porqué su escuela fue identificada**
- II. **Explain why current achievement levels are not acceptable/Explicación del porqué los niveles the aprovechamiento no son aceptables**
- III. **Communicate the vision of future success/comunicar la vision del éxito futuro**
 - a. **Ensure all students learn/Asegurar el aprendizaje de todos los alumnos**
 - b. **We will strengthen instruction in literacy and mathematics/Reenforzar la instrucción en arte de lenguaje y matemáticas**
 - c. **We will improve graduation rates/Mejoría del porcentaje de graduación**
 - d. **We will strengthen college and career-readiness pathways so that all students are prepared for their future/Fortalecer los caminos para el colegio y carreras para que todos los alumnos estén preparados para el futuro**
 - e. **We will ensure our stakeholders (parents, students, community, staff) are informed and part of the decision-making processes/Asegurar que los grupos interesados (padres, alumnos, comunidad, personal) se mantengan informados y sean parte del proceso de decisiones**
- IV. **Explain the process we are utilizing to gather feedback/Explicación del proceso que se va a utilizar para obtener opiniones**
 - a. **We are facilitating meetings to discuss what we need to improve upon (meetings with all stakeholders, district guidance and alignment of systems for school, Union negotiations)/**
 - b. **The Board makes the ultimate decision about the intervention model**
- V. **Today's meeting objectives**
 - a. **Gather feedback in the following areas: (Parent Community Partnerships, Leadership and Staffing, School Culture, Organization, Curriculum and Instruction)**

Questions To Ask During Public Forums

Questions in yellow must be asked

Parent, Community, Partnerships

- How would you like to be informed of school decisions that affect your student?
- How can we improve community participation at the school?
- **How can we increase parent involvement in the student's education?** *¿Cómo se puede aumentar la involucración de padres en la educación de sus hijos?*
- What challenges do students face in the community that are barriers to learning?
- How can parents/teachers/students support student achievement?

Leadership and Staffing

- **How can we improve respectful relationships between staff and students?** *¿Cómo se puede mejorar el respeto a las relaciones entre el personal y los alumnos?*
- In what ways can we improve relationships among district, site and community?
- **(Staff Only) How can we improve relationships between leadership and staff?** *(Sólo personal) ¿Cómo se pueden mejorar las relaciones entre el liderazgo y el personal?*
- How do we ensure that the best teachers are teaching our students?

Environment/School Culture

- **What would it look like if our school, _____ was successful?** *¿Cómo se vería si nuestra escuela _____ tuviera éxito?*
- What should be done to improve the safety of our students?
- **What are the barriers to learning in school?** *¿Cuáles son las barreras para el aprendizaje en las escuelas?*
- What can we do to strengthen student pride in our school?
- How can we promote a "never-give up" philosophy based on high expectations for staff, students and the community?
- What will help motivate our students to improve learning and behavior?
- **How might we help students, staff and the community personally "see and feel" the problems students face?** *¿Cómo podemos ayudar a los alumnos, el personal, y a la comunidad "ver y sentir" los problemas que afrontan los alumnos?*

Organization

- How can parents ensure their children attend school daily?
- **How might we alter the school day schedule to ensure all students are able to attend and learn?** *¿Cómo podemos alterar el horario escolar para asegurar que todos los alumnos asistan a la escuela y aprendan?*
- **What alternative formats for schooling might encourage students to attend and to be engaged?** *¿Cuáles formatos alternativos podrían motivar a los alumnos para que se comprometan a asistir a la escuela y estén involucrados?*

- continued -

Curriculum/Instruction

- (Staff) How can we ensure lesson plans are aligned with standards?
- In what ways can we monitor student progress on standards regularly?
- **How can we create classrooms that encourage student input and interaction?** *¿Cómo podemos crear salones de clase para motivar la interacción y opinión de los alumnos?*
- **What measures should we use to monitor school progress? (accountability)** *¿Qué medidas debemos tomar para contralar el progreso escolar? (responsabilidad)*
- What am I willing to do to improve student achievement?

Supporting Documents

Deputy Superintendent's Meetings

**PERSISTENTLY LOW-ACHIEVING SCHOOLS
CALENDAR OF MEETINGS**

School	Mon., 4/19	Tue., 4/20	Wed., 4/21	Thu., 4/22	Fri., 4/23
SIERRA	Students-all day	Teachers-period by period	Parent Group-9:00 am (Nancy Diaz- Miller) Parents-4:00 pm (Nancy Diaz-Miller)		
WILLARD	SSC-3:00 pm	Parents-9:00 am Parents-2:15 pm Students-2:30 pm Teachers-2:45 pm (Frances Byfield)	Parents-6:00 pm	Students-2:30 pm	
CENTURY	Teachers-1:00 pm (Nancy Diaz-Miller)		Students-11:00 am Parents-7:00 pm (Art (Jimenez/Cathie Olsky)		
SADDLEBACK	Staff-3:10 pm (Michelle LePatner)	Students-9:56 am	Students-9:56 am Staff-3:10 pm (Michelle Le Patner & (Doreen Lohnes) Parents-6:15 pm (Michelle Le Patner)	Students-9:56 am Staff-3:10 pm (Michael Bishop)	
SANTA ANA		Teachers-Discipline 3:00 pm (Marianne Bola)	Students-9:15 am Teachers-Instruction 3:00 pm Parents-6:30 pm (Alex Ayala)	Teachers-Parental Support 3:00 pm (Alex Ayala)	
VALLEY	Teachers-1:00 pm (Dawn Miller)			Parents-6:30 pm (Dawn Miller)	Students-period by period (Alex Ayala)

Deputy Supt's Office



Santa Ana Unified School District

Jane Russo, Superintendent

There seems to be confusion as to what the requirements are for the School Improvement Grant (SIG) submission. SIG requires the district to address the model selected for the *persistently-low achieving schools*. On May 11, 2010, the Santa Ana Board of Education selected the Transformation Model from the four model options. The Transformation Model includes: developing and increasing teacher and school leader effectiveness; reform strategies; increasing learning time and creating community oriented schools; and providing operational flexibility and support. There is no plan required as part of SIG submission, only how the district will support and implement the intervention model selected. The specific requirements in the grant are listed below:

1. Needs analysis that describes the process and findings of the needs assessment conducted on each school, as well as the evidence used to select the intervention model.
 - Standardized testing results
 - Local assessment results
 - Stakeholder input
 - State-aligned pacing guides and instructional time
 - Staff development opportunities
 - Use of student data and staffs' effectiveness in utilizing data
2. The rationale for the selection of the intervention model.
3. Demonstration of the district office's capacity to implement the model.
 - Adequate resource provisions from district to the six schools
4. Process for selecting external providers (i.e. universities, non-profit organizations, educational companies) to provide support to the school. The district will make the determination if external support is needed.
5. The district must show how it will provide additional funding beyond SIG to support the implementation of the transformation model.
6. Alignment of the District Assistance and Intervention Team (DAIT) process, (which is for districts in year 3 of Program Improvement), with the SIG transformation model.
7. Modification of district practices and policies to enable the schools to implement the model effectively.
8. Address how the district will sustain the model after the SIG funding ends on September 30, 2011. Schools may be eligible for a funding extension.
9. Annual goals for student achievement, which must include reading/language arts and mathematics.
10. Process for consultation with stakeholders, including parents, local school board, School Site Council, ELAC, district advisory committees and local bargaining units.
 - Address which stakeholder recommendations have been used and which input was not selected, as well as the rationale for not including this input.
11. Collaborative signatures from stakeholders (see #10).
12. A projected budget and budget narrative for the district and schools to utilize SIG funding, as well as additional district resources.
13. Identify which schools are included in SIG.



Santa Ana Unified School District

Jane Russo, Superintendent

The School Improvement Grant (SIG) requires the District to address the model selected for the *persistently-low achieving schools*. On May 11, 2010, the Santa Ana Board of Education selected the Transformation Model from the four model options. The Transformation Model includes: developing and increasing teacher and school leader effectiveness; reform strategies; increasing learning time and creating community oriented schools; and providing operational flexibility and support. There is no plan required as part of SIG submission, only how the District will support and implement the intervention model selected, which may include negotiations and/or changes in sections of the Collective Bargaining Agreement. The specific requirements in the grant are listed below:

1. Needs analysis that describes the process and findings of the needs assessment conducted on each school, as well as the evidence used to select the intervention model.
 - Standardized testing results
 - Local assessment results
 - Stakeholder input
 - State-aligned pacing guides and instructional time
 - Staff development opportunities
 - Use of student data and staffs' effectiveness in utilizing data
2. The rationale for the selection of the intervention model.
3. Demonstration of the District office's capacity to implement the model.
 - Adequate resource provisions from District to the six schools
4. Process for selecting external providers (i.e. universities, non-profit organizations, educational companies) to provide support to the school. The District will make the determination if external support is needed.
5. The District must show how it will provide additional funding beyond SIG to support the implementation of the transformation model.
6. Alignment of the District Assistance and Intervention Team (DAIT) process, (which is for Districts in year 3 of Program Improvement), with the SIG transformation model.
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8. Address how the District will sustain the model after the SIG funding ends on September 30, 2011. Schools may be eligible for a funding extension.
9. Annual goals for student achievement, which must include reading/language arts and mathematics.
10. Process for consultation with stakeholders, including parents, the local School Board, School Site Council, ELAC, District Advisory Committees and local bargaining units (SAEA and CSEA).
 - Address which stakeholder recommendations have been used and which input was not selected, as well as the rationale for not including this input.
11. Collaborative signatures from stakeholders (see #10).
12. A projected budget and budget narrative for the District and schools to utilize SIG funding, as well as additional District resources.
13. Identify which schools are included in SIG.

Definition of SIG's transformation model

Under SIG's transformation model, a school is required to implement *all* of the following four strategies:

1) Developing teacher and school leader effectiveness.

- A. Use evaluations that are based in significant measure on student growth to improve teachers' and school leaders' performance;
- B. Identify and reward school leaders, teachers, and other staff who improve student achievement outcomes and identify and remove those who do not;
- C. Replace the principal who led the school prior to commencement of the transformation model;
- D. Provide relevant, ongoing, high-quality job-embedded professional development
- E. Implement strategies designed to recruit, place, and retain high-quality staff.

2) Comprehensive instructional reform strategies.

- A. Use data to identify and implement comprehensive, research-based, instructional programs that are vertically aligned from one grade to the next as well as aligned with State academic standards; and
- B. Differentiate instruction to meet students' needs.

3) Extending learning time and creating community-oriented schools.

- A. Provide more time for students to learn core academic content by expanding the school day, the school week, or the school year, and increasing instructional time for core academic subjects during the school day;
- B. Provide more time for teachers to collaborate,
- C. Provide more time for enrichment activities for students
- D. Provide ongoing mechanisms for family and community engagement.

4) Providing operating flexibility and sustained support.

- A. Give the school sufficient operating flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes; and
- B. Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).



Santa Ana
Unified School District

Persistently Low-Achieving Schools

Process for determining intervention model

May 11, 2010

Presented by

Jane Russo, Superintendent

Cathie Olsky, Ed.D., Deputy Superintendent

Michelle Le Patner, Director



Santa Ana
Unified School District

Process To Gather Input

District
team
reviewed
feasible
options in
district

School team
facilitated
public forums
for students,
parents and
staff

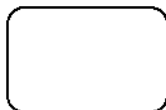
District
and school
teams
collect and
analyze
school
level data

District
develops a
restructuring
team

District team makes
a recommendation
about intervention
model based on data
analysis

Board of
Education
decides
intervention
model for
each site

Association
Discussion &
Negotiations





Santa Ana
Unified School District

School team facilitated public forums*

Sierra:

4/20 Staff (34)
4/19 Students (51)
4/21 a.m. Parents (200)
4/21 p.m. Parents (13)

Willard:

4/20 Staff (33)
4/20 Students
4/21 Parents
4/22 Students (29)
4/19 Parents
4/20 a.m. Parents (182)

Century:

4/12 Staff
4/19 Staff (114)
4/21 Students (58)
4/21 Parents

Saddleback:

4/19 Staff
4/21 Staff
4/22 Staff (173)
4/20 Students
4/21 Students (81)
4/21 Parents (54)
4/22 Students

Santa Ana:

4/20 Staff
4/21 Staff
4/22 Staff (100)
5/3 Staff (44)
4/21 Students (45)
4/21 Parents (75)

Valley:

4/19 Staff (107)
4/22 Parents (92)
4/23 Students (223)
5/1 Community (133)

*Meetings are ongoing
Numbers in parentheses are total attendees



Santa Ana
Unified School District

Collected and Analyzed Data

- English Learner Progress
- California Standards Test/California High School Exit Exam
- Benchmark Assessments
- Grade Data
- Attendance Data
- Discipline Data
- Focus Group Data
- Parent/Student/Staff Surveys



Santa Ana
Unified School District

Focus Areas

- Determine which areas need major, focused change for each site
 - School Culture and Environment
 - Leadership and Staffing
 - Curriculum and Instruction
 - Parent, Community Partnerships
 - Organization



Santa Ana
Unified School District

District Restructuring Team

- Characteristics of Team Members
 - A drive for results
 - Relationship and influence skills
 - Readiness for Change
 - Knowledge to do what works

- Weekly meetings

Team Members: Site Principals of Six PLA Schools, Superintendent, Deputy Superintendent, Associate Superintendent of Human Resources, Associate Superintendent of Business Services, Assistant Superintendent of Pupil Support Services, Assistant Superintendent of Secondary Education, Director of Secondary Education, Director of Research and Evaluation, and Executive Director of Human Resources



Santa Ana
Unified School District

Review of Intervention Models

***District capacity to fully and completely implement
all strategies by day 1 of the 2010-11 school year***

1. School Closure: Not a feasible option
2. Turnaround: Too Disruptive
 - Grant principal operational flexibility re: calendar/time, staffing and budgeting
 - Adopt a new governance structure, which may include a "turnaround office"
 - Implement such strategies as financial incentives, more flexible working conditions designed to recruit, place and retain staff
 - Increase learning time
 - Screen all staff and rehire no more than 50%
3. Charter: Still an option for the future, but time constraints limit this as an option now



Santa Ana
Unified School District

Recommendation

The District recommends the
Transformational Model



Santa Ana
Unified School District

Transformational Model Requirements

Requirements

Replace the Principal
On-going staff development
Use data to identify and implement an instructional program
Promote the continuous use of data
Increase learning time
Increase opportunities for promotion
Provide family and community engagement
Use an evaluation system for principals that take into account student achievement and graduation rates
Identify and reward school leaders who increase student achievement and high school graduation rates

What Needs to Be Negotiated

Increase learning time
Remove staff who, after ample opportunity to improve their professional practice, have not done so.
Use an evaluation system for teachers that take into account student achievement and graduation rates
Identify and reward teachers who increase student achievement and high school graduation rates

Our goal:
Assurance of commitment to student learning based on the California Standards for the Teaching Profession



Santa Ana
Unified School District

Next Steps

- Continue weekly meetings
- Develop plans and complete the School Improvement Grant (SIG) based on the needs analysis
- Develop branding for each school, along with a media campaign
- Present the SIG to the Board
- Submit the SIG Plan June 1, 2010



Santa Ana
Unified School District

Persistently Low-Achieving Schools

May 27, 2010

Cathie Olsky, Ed.D., Deputy Superintendent



Santa Ana
Unified School District

Agenda

- Identification of schools
- Four intervention model options
- Process for gathering input
- Next Steps



History – How did we get to this point?

- May 2009 – State must identify lowest 5% of the schools as a requirement of receiving ARRA funds (was not done)
- January 2010 – AB4X 5 (Romero) bill passes for the State eligibility for Race to the Top. Requires the identification of the lowest 5% of the schools. (State did not receive RTTT funds)
- March 2010 – State identifies the lowest 5% of the schools, as required, in order to continue to qualify and receive federal funding, including, ARRA, RTTT (2nd round) and School Improvement Grants



Identification Criteria

- Identification of persistently low-achieving schools in California was based on a process which included multiple areas:
 - Identification as Program Improvement Title I,
 - an average three year Adequate Yearly Progress (AYP) proficiency rate,
 - Academic Performance (API),
 - and graduation rate below 60%.



Santa Ana
Unified School District

School Identification-AYP

AYP Overall Percent Proficient Five Year Report

	2005	2006	2007	2008	2009
	ELA (23%)	ELA (23%)	ELA (23%)	ELA (34%)	ELA (45%)
SAUSD	24.5%	26.8%	28.7%	33.7%	38.4%
Intermediate	ELA (24.4%)	ELA (24.4%)	ELA (24.4%)	ELA (35.2%)	ELA (46%)
Sierra	16.0%	15.2%	18.9%	20.5%	26.9%
Willard	17.7%	15.5%	17.0%	20.0%	23.3%
High/Alt School	ELA (22.3%)	ELA (22.3%)	ELA (22.3%)	ELA (33.4%)	ELA (44.5%)
Century	23.6%	28.4%	20.1%	31.1%	26.7%
Saddleback	39.1%	29.6%	21.9%	29.2%	28.1%
Santa Ana	32.1%	33.1%	26.6%	35.2%	29.4%
Valley	30.1%	26.5%	20.5%	27.6%	20.6%

Green - Met AYP

Blue - Met AYP thru Alt Method (e.g. Safe Harbor)

Red - Did Not Meet AYP

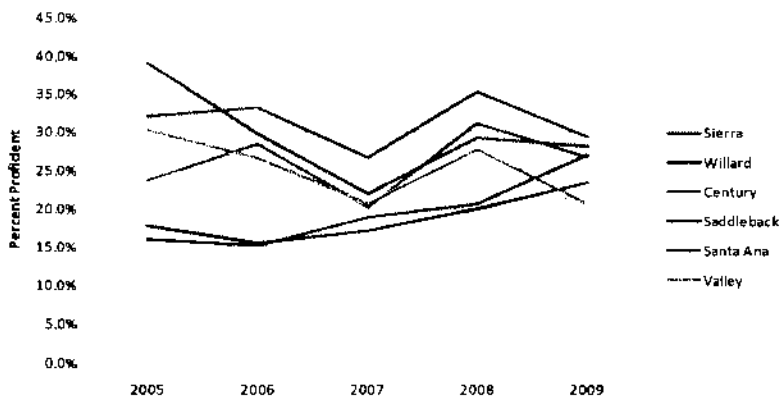
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Santa Ana
Unified School District

AYP – Five Years – ELA

AYP 5-yr Trend -- ELA



6



School Identification-AYP

AYP Overall Percent Proficient - Five Year Report

	2005	2006	2007	2008	2009
	Math (23.7%)	Math (23.7%)	Math (23.7%)	Math (34.6%)	Math (45.5%)
SAUSD	30.8%	33.5%	36.6%	42.1%	48.8%
Intermediate	Math (26.5%)	Math (26.5%)	Math (26.5%)	Math (37%)	Math (47.5%)
Sierra	13.5%	13.2%	18.1%	20.2%	21.7%
Willard	12.5%	13.8%	11.5%	22.3%	21.9%
High/Alt School	Math (20.9%)	Math (20.9%)	Math (20.9%)	Math (32.2%)	Math (43.5%)
Century	26.5%	29.6%	27.7%	30.9%	31.2%
Saddleback	34.7%	34.5%	32.4%	36.6%	36.6%
Santa Ana	37.4%	38.1%	34.4%	39.3%	40.3%
Valley	33.5%	32.8%	30.7%	30.6%	33.8%

Green - Met AYP

Blue - Met AYP thru Alt Method (e.g. Safe Harbor)

Red - Did Not Meet AYP



AYP - 5 Years - Math

AYP 5-yr Trend -- Math





4 Intervention Models

1. **Turnaround Model** – Schools that implement the turnaround model, including replacing the principal and up to 50 percent of instructional staff, as well as other required school improvement activities, **must have completed principal and instructional staff replacements prior to the beginning of the 2010–11 school year.**
2. **Transformation Model** – Schools that implement the transformation model, including replacing the principal and increasing instructional time, as well as other required school improvement activities, **must have replaced the principal and instituted the new school schedule that increases instructional time by Day 1 of the 2010–11 school year.**
3. **Restart Model** – Schools that close and reopen under a charter school operator, a charter management organization, or an education management organization **must open under the new management on Day 1 of the 2010–11 school year.**
4. **Closure Model** – If an LEA elects to close a school and enroll the students who attended that school in other schools in the LEA that are higher achieving, the LEA **may prepare for the school's closure during the 2010–11 school year, but must close the school no later than the end of the 2010–11 school year.**



Gathering Input

- Due to State and Federal timelines, the schools held meetings to gather input and hold public hearings
 - Announcement of identification the first week of April
 - CDE provided initial guidance on April 15th and 22nd
 - School administrators began meeting weekly with Superintendent and District staff on April 15th
 - April 19-23 schools held public meetings
 - “LEAs must hold at least two public meetings to consult with staff, parents and the community regarding the LEAs application and selection of one of the four intervention models. At least one meeting must be held at the school site.” (SIG RFA, pg 27)
 - April 13 & 27 input shared with Board of Education
 - Board decision on intervention model(s) on May 11
 - School Improvement Grant 2009-10 due on June 1, 2010



Process To Gather Input

District
team
reviewed
feasible
options in
district

School team
facilitated
public forums
for students,
parents and
staff

District
and school
teams
collect and
analyze
school
level data

District
develops a
restructuring
team

District team makes
a recommendation
about intervention
model based on data
analysis

Board of
Education
decides
intervention
model for
each site

Association
Discussion &
Negotiations



Collected and Analyzed Data

- English Learner Progress
- California Standards Test/California High School Exit Exam
- Benchmark Assessments
- Grade Data
- Attendance Data
- Discipline Data
- Focus Group Data
- Parent/Student/Staff Surveys



Focus Areas for Feedback

Curriculum and Instruction

- How can we create classrooms that encourage student input and interaction?
- What measures should we use to monitor school progress (accountability)

Environment/School Culture

- What would it look like if our school, _____ was successful?
- What are the barriers to learning in school?
- How might we help students, staff and the community personally "see and feel" the problems students face?

Organization

- How might we alter the school day schedule to ensure all students are able to attend and learn?
- What alternative formats for schooling might encourage students to attend and be engaged?

Leadership and Staffing

- How can we improve respectful relationships between staff and students?
- (Staff Only) How can we improve relationships between leadership and staff?

Parent and Community Feedback

- How can we increase parent involvement in their student's education?



Recommendation

The District recommends the
Transformational Model



Santa Fe
Public Schools

Transformational Model Requirements

Requirements

- Replace the Principal
- On-going staff development
- Use data to identify and implement an instructional program
- Promote the continuous use of data
- Increase learning time
- Increase opportunities for promotion
- Provide family and community engagement
- Use an evaluation system for principals that take into account student achievement and graduation rates
- Identify and reward school leaders who increase student achievement and high school graduation rates

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Santa Fe
Public Schools

School Improvement Grant (2009)

- Purpose – To provide funds to implement one of the four models (turnaround, transformational, restart, & closure)
- Award - \$ 50,000 - \$ 2 million per school/year
- Grant duration – October 1, 2009 – September 30, 2012

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State of Tennessee
Department of Education

Next Steps

- Continue weekly meetings
- Develop plans and complete the School Improvement Grant (SIG) based on the needs analysis
- Develop branding for each school, along with a media campaign
- Present the SIG to the Board
- Submit the SIG Plan June 1, 2010



Santa Ana
Unified School District

Persistently Low-Achieving Schools

April 27, 2010

**Cathie Olsky, Ed.D., Deputy Superintendent
Michelle Le Patner, Director**



Santa Ana
Unified School District

Agenda

- Identification for schools
- Process for gathering input
 - Calendar of meetings
 - Questions
- Preliminary feedback
- Next Steps



Identification Criteria

- Identification was based on two areas:
 - Identification as Program Improvement Title I schools
 - A three year average AYP proficiency rate for the 'all student' group in ELA and mathematics.
- Identification of persistently low-achieving schools in California was based on a process which included multiple areas:
 - Identification as Program Improvement Title I,
 - An average three year Adequate Yearly Progress (AYP) proficiency rate,
 - Academic Performance (API),
 - And graduation rate below 60%.



School Identification-AYP

AYP Overall Percent Proficient - Five Year Report

	2005	2006	2007	2008	2009
	ELA (23%)	ELA (23%)	ELA (23%)	ELA (34%)	ELA (45%)
SAUSD	24.5%	26.8%	28.7%	33.7%	38.4%
Intermediate	ELA (24.4%)	ELA (24.4%)	ELA (24.4%)	ELA (35.2%)	ELA (46%)
Sierra	16.0%	15.2%	18.9%	20.5%	26.9%
Willard	17.7%	15.5%	17.0%	20.0%	23.3%
High/Alt School	ELA (22.3%)	ELA (22.3%)	ELA (22.3%)	ELA (33.4%)	ELA (44.5%)
Century	23.6%	28.4%	20.1%	31.1%	26.7%
Saddleback	39.1%	29.6%	21.9%	29.2%	28.1%
Santa Ana	32.1%	33.1%	26.6%	35.2%	29.4%
Valley	30.1%	26.5%	20.5%	27.6%	20.6%

Green - Met AYP

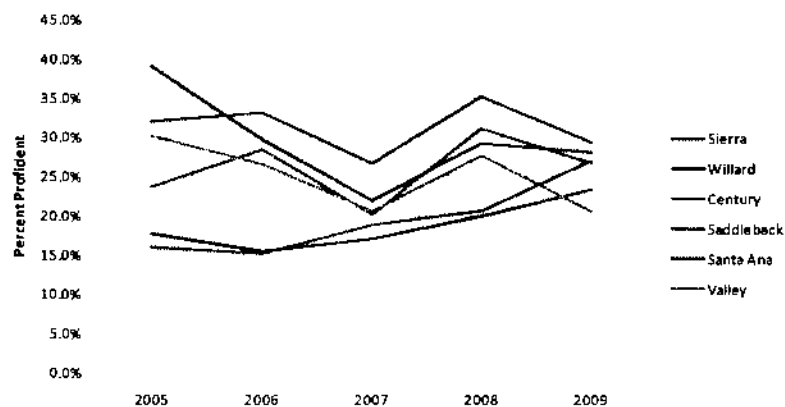
Blue - Met AYP thru Alt Method (e.g. Safe Harbor)

Red - Did Not Meet AYP



AYP – Five Years – ELA

AYP 5-yr Trend -- ELA



School Identification-AYP

AYP Overall Percent Proficient - Five Year Report

	2005	2006	2007	2008	2009
	Math (23.7%)	Math (23.7%)	Math (23.7%)	Math (34.6%)	Math (45.5%)
SAUSD	30.8%	33.5%	36.6%	42.1%	48.8%
Intermediate	Math (26.5%)	Math (26.5%)	Math (26.5%)	Math (37%)	Math (47.5%)
Sierra	13.5%	13.2%	18.1%	20.2%	21.7%
Willard	12.5%	13.8%	11.5%	22.3%	21.9%
High/Alt School	Math (20.9%)	Math (20.9%)	Math (20.9%)	Math (32.2%)	Math (43.5%)
Century	26.5%	29.6%	27.7%	30.9%	31.2%
Saddleback	34.7%	34.5%	32.4%	36.6%	36.6%
Santa Ana	37.4%	38.1%	34.4%	39.3%	40.3%
Valley	33.5%	32.8%	30.7%	30.6%	33.8%

Green - Met AYP

Blue - Met AYP thru Alt Method (e.g. Safe Harbor)

Red - Did Not Meet AYP



Santa Ana
District

AYP - 5 Years – Math

AYP 5-yr Trend -- Math



Santa Ana
District

Gathering Input

- Due to State and Federal timelines, the schools held meetings to gather input and hold public hearings
 - Announcement of identification the first week of April
 - CDE provided initial guidance on April 15th and 22nd
 - School administrators began meeting weekly with Superintendent and District staff on April 15th
 - April 19-23 schools held public meetings
 - "LEAs must hold at least two public meetings to consult with staff, parents and the community regarding the LEAs application and selection of one of the four intervention models. At least one meeting must be held at the school site." (SIG RFA, pg 27)
 - April 13 & 27 information shared with Board of Education
 - Board decision on intervention model(s) in May
 - School Improvement Grant 2009-10 due on June 1, 2010



Santa Ana
Unified School District

Public Hearing Calendar

School	Mon., 4/19	Tue., 4/20	Wed., 4/21	Thu., 4/22	Fri., 4/23
SIERRA	Students-all day	Teachers-period by period	Parent Group-9:00 am (Nancy Diaz- Miller) Parents-4:00 pm (Nancy Diaz-Miller)		
WILLARD	SSC-3:00 pm	Parents-9:00 am Parents-2:15 pm Students-2:30 pm Teachers-2:45 pm (Francis Byfield)		Students-2:30 pm	
CENTURY	Teachers-1:00 pm (Nancy Diaz-Miller)		Students-11:00 am Parents-7:00 pm (Art Jimenez/Cubac Obky)		
SADDLEBACK	Staff-3:10 pm (Michelle LePatner)	Students-9:56 am	Students-9:56 am Staff-3:10 pm (Michelle Le Patner & Doreen Lohmes) Parents-6:15 pm (Michelle Le Patner)	Students-9:56 am	
SANTA ANA		Teachers-Discipline 3:00 pm (Marianne Bola)	Students-9:15 am Teachers-Instruction 3:00 PM Parents-6:30 pm (Alex Ayala)	Teachers-Parental Support 3:00 PM (Alex Ayala)	
VALLEY	Teachers-1:00 pm (Dawn Miller)			Parents-6:30 pm (Dawn Miller)	Students-period by period (Alex Ayala)



Santa Ana
Unified School District

Agenda for Meetings

1. Student achievement
2. Designation as persistently low-achieving-why your school was identified
3. Explain why current achievement levels are not acceptable
4. Communicate the vision of future success
5. Explain the process we are utilizing to gather feedback. The meeting objectives are to gather feedback in the following areas:
 - Parent & Community Partnerships
 - Leadership and Staffing
 - Environment/School Culture
 - Organization
 - Curriculum and Instruction



Focus Areas for Feedback

Curriculum and Instruction

- How can we create classrooms that encourage student input and interaction?
- What measures should we use to monitor school progress (accountability)? ▶

Environment/School Culture

- What would it look like if our school, _____ was successful?
- What are the barriers to learning in school?
- How might we help students, staff and the community personally "see and feel" the problems students face? ▶

Organization

- How might we alter the school day schedule to ensure all students are able to attend and learn?
- What alternative formats for schooling might encourage students to attend and be engaged? ▶

Leadership and Staffing

- How can we improve respectful relationships between staff and students?
- (Staff Only) How can we improve relationships between leadership and staff? ▶



Feedback & Input by School

	Curriculum & Instruction	Environment & Culture	Organization	Parent & Community Partnerships	Staffing & Leadership
Sierra	<ul style="list-style-type: none"> •Parent information meeting •Rotating classes •Relevant projects 	<ul style="list-style-type: none"> •Enforce Dress Code •Foster academic culture •Teachers who don't give up on students •Increase supervision and security 	<ul style="list-style-type: none"> •Team teaching •More electives •Flexible Scheduling 	<ul style="list-style-type: none"> •Increased communication •Teacher/parent phone calls •Mandatory parent meetings •Structured parent monitoring of student work/progress (Parent Compact) 	<ul style="list-style-type: none"> •Fluid communication and interaction among: administration, ILT, teachers, student and parents. •Respect among administration, teachers, and student
Willard	<ul style="list-style-type: none"> •Better instructional strategies (interesting lessons, group work, higher level thinking) •Assess student progress (accurate record keeping, assessment driving instruction) 	<ul style="list-style-type: none"> •Increase safety •Increase enthusiasm to attend Willard •Increasing parent training and parent involvement •Promote a positive culture throughout the school •Provide more resources 	<ul style="list-style-type: none"> •Flexible scheduling (later start time) •One year of social studies and science •Electives •Need technology •Smaller class sizes •Student incentives 	<ul style="list-style-type: none"> •Increased communication (timely and regular contact) •Parent Education classes •More opportunities for parents to be involved •Welcoming environment for parents 	<ul style="list-style-type: none"> •Respectful behavior •Consistent discipline policy with support •Team building activities for all stakeholders •Teachers need to listen to students •Cultural sensitivity



Santa Ana
Unified School District

Feedback & Input by School

	Curriculum & Instruction	Environment & Culture	Organization	Parent & Community Partnerships	Staffing & Leadership
Century	<ul style="list-style-type: none"> •No commonalities between stakeholders 	<ul style="list-style-type: none"> •Consistent and effective discipline policy including dress code •Clean up campus •Increase school pride and morale •Improve personal communication •Increase safety 	<ul style="list-style-type: none"> •Flexible scheduling •School within a school 	<ul style="list-style-type: none"> •Mandatory parent involvement and parent meetings •Timely communication 	<ul style="list-style-type: none"> •Cultural awareness and sensitivity
Saddleback	<ul style="list-style-type: none"> •Improve instructional strategies to promote engagement •Increase use of technology 	<ul style="list-style-type: none"> •Physically secure environment (more security) •Stricter attendance program •Stronger discipline (classroom management training) •Cleaner campus including restrooms •Respectful & Welcoming environment •Availability and more use of technology •Availability of technology •Class sets of books •Tutoring 	<ul style="list-style-type: none"> •Restructure ASAP (Advisement) •Fundamental school rules/structure •Staggered schedule (late start for some, earlier start for others) •Stricter Tardy/Traucny policy 	<ul style="list-style-type: none"> •Better communication (phone calls, posting homework on website) •Mandatory parent meetings •Encourage Parent Involvement (activities) 	<ul style="list-style-type: none"> •More staff development on building respectful relationships •Character Counts Program •Revisit our school's mission statement •Clear disciplinary guidelines •Increased staff training for discipline •Collaboration time where staff and administration can express needs •Reaffirm MOU •Revive committees to address schoolwide goals



Santa Ana
Unified School District

Feedback & Input by School

	Curriculum & Instruction	Environment & Culture	Organization	Parent & Community Partnerships	Staffing & Leadership
SAHS	<ul style="list-style-type: none"> •Engaging lessons that meet students' needs •Lower class sizes •Training for classroom management 	<ul style="list-style-type: none"> •Barrier: disruptive students •Need campus cleanliness •Encourage school pride and spirit •Incentives for good work and achievement •Accountability for attendance and punctuality 	<ul style="list-style-type: none"> •Block scheduling •Increased accountability for attendance & punctuality 	<ul style="list-style-type: none"> •Encourage or require parent volunteers •Parent meetings or classes •Better communication including positive 	<ul style="list-style-type: none"> •Need mutual respect among all stakeholders •Increase communication that is: immediate, positive, staff to staff, staff and student, staff and parents
Valley	<ul style="list-style-type: none"> •Address learning styles of students •Student engagement in lessons •Agendas •Clarification and communication about grades and achievement •Monitoring of understanding is needed •Cultural sensitivity 	<ul style="list-style-type: none"> •Teachers modeling lessons •More technology •Discipline •Monitoring of student behavior in and out of classroom •Access to information (i.e. grades, announcements, tests) 	<ul style="list-style-type: none"> •Extended school day 	<ul style="list-style-type: none"> •Parent education •Training for parents 	<ul style="list-style-type: none"> •Staff/Student relationships



State of Texas
Department of Education

Turnaround & Transformational Model

Turnaround Model Items in Place

Replace the Principal

On-going staff development

Use data to identify and implement an instructional program

Promote the continuous use of data

Increase learning time

Increase opportunities for promotion

Provide social-emotional and community oriented services

Adopt a new governance structure which may include a turnaround office

Transformational Model Items in Place

Replace the Principal

On-going staff development

Use data to identify and implement an instructional program

Promote the continuous use of data

Increase learning time

Increase opportunities for promotion

Provide family and community engagement

Use an evaluation system for principals that take into account student achievement and graduation rates

Identify and reward school leaders who increase student achievement and high school graduation rates



State of Texas
Department of Education

Turnaround & Transformational Model

Turnaround Model Negotiations

Grant principal operational flexibility re: calendar/time, staffing and budgeting

Implement such strategies as financial incentives, more flexible working conditions designed to recruit, place and retain staff

Increase learning time

Screen all staff and rehire no more than 50%

Transformational Model Negotiations

Grant principal operational flexibility re: calendar/time, staffing and budgeting

Implement such strategies as financial incentives, more flexible working conditions designed to recruit, place and retain staff

Increase learning time

Remove staff who, after ample opportunity to improve their professional practice, have not done so

Use an evaluation system for teachers that take into account student achievement and graduation rates

Identify and reward teachers who increase student achievement and high school graduation rates



Turnaround & Transformational Model

Turnaround Model Items in Place

Provide social-emotional and community oriented services

Adopt a new governance structure, which may include a "turnaround office"

Transformational Model Items in Place

Provide family and community engagement

Use an evaluation system for principals that take into account student achievement and graduation rates

Environment & Culture	Organization	Parent & Community Partnerships
<ul style="list-style-type: none"> •Physically secure environment (more security) •Stricter attendance program •Stronger discipline (classroom management training) •Cleaner campus including restrooms •Respectful & Welcoming environment •Availability and more use of technology •Availability of technology •Class sets of books •Tutoring 	<ul style="list-style-type: none"> •Restructure ASAP (Advisement) •Fundamental school rules/structure •Staggered schedule (late start for some, earlier start for others) •Stricter Tardy/Truancy policy 	<ul style="list-style-type: none"> •Better communication (phone calls, posting homework on website) •Mandatory parent meetings •Encourage Parent Involvement (activities)



Next Steps

- Review feedback more thoroughly
- District will meet with schools
- Bring forth recommendations on intervention models
- Write School Improvement Grant
 - Board approval in May for submission June 1st



Santa Ana
COUNTY

Federal School Improvement Grant for Persistently Low- Achieving Schools

April 13, 2010

Jane A. Russo, Superintendent

Cathie Olsky, Ed.D., Deputy Superintendent

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Santa Ana
COUNTY

Presentation

- 1) History – How did we get to this point?
- 2) Clarification of the Federal School Improvement Grant programs
- 3) Elements of the Federal School Improvement Grant (2009) program
- 4) Intervention models
- 5) Options
- 6) Timeline

2



State of California
Department of Education

History – How did we get to this point?

- May 2009 – State must identify lowest 5% of the schools as a requirement of receiving ARRA funds (was not done)
- January 2010 – AB4X 5 (Romero) bill passes for the State eligibility for Race to the Top. Requires the identification of the lowest 5% of the schools. (State did not receive RTTT funds)
- March 2010 – State identifies the lowest 5% of the schools, as required, in order to continue to qualify and receive federal funding, including, ARRA, RTTT (2nd round) and School Improvement Grants



State of California
Department of Education

California Department of Education

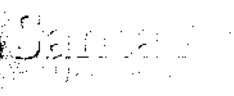
Persistently Low-Achieving Schools

Federal and State law and guidance require California to identify schools for the purposes of the School Improvement Grant and State Fiscal Stabilization Fund programs.

- * School Improvement Grant (SIG) (Coming soon)
- * Race to the Top (RTTT) (Outside Source)
- * State Fiscal Stabilization Fund (SFSF)

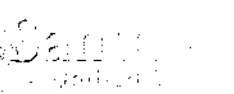
Identification Criteria

- * Definition of Tiers I, II, and III
- * Identification Criteria (% proficient/advance AYP)
- * Graduation Rate Criteria (% graduation)
- * Detailed Methodology (Coming Soon)



Federal School Improvement Grants

- Currently, there are two Federal School Improvement opportunities
 - Federal School Improvement Grant (2007)
 - Since 2007, no SIG funds have gone to local districts
 - Difficulty in developing a funding strategy due to supplanting issues
 - Federal School Improvement Grant (2009)
- Often referred to as "SIG" programs



Federal School Improvement Grants

Federal School Improvement Grant (2007)

- Eligibility – Districts with QEIA schools in Program Improvement
- Purpose – To supplement funds to support PI efforts at QEIA schools
- Award - \$ 6 million
- Grant duration – October 1, 2007 – September 30, 2010
- SAUSD Board approval for grant submission – March 9, 2010
- Grant application due date – April 15, 2010



State of California
Department of Education

Federal School Improvement Grants Federal School Improvement Grant (2009)

- Eligibility – Districts with schools identified as low-achieving
- Purpose – To provide funds to implement one of the four models
- Award - \$ 50,000 - \$ 2 million
- Grant duration – October 1, 2009 – September 30, 2012
- SAUSD Board approval for grant preparation – April 13, 2010
- Grant application due date – June 1, 2010

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State of California
Department of Education

Federal School Improvement Grant (2007)

- Eligibility – Districts with QEIA schools in Program Improvement
- Purpose – To supplement funds to support PI efforts at QEIA schools
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- Board approval for grant preparation – April 13, 2010
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San Diego
Unified

School Improvement Grant (2009)

- Eligibility – Districts with schools identified as persistently low-achieving
- Purpose – To provide funds to implement one of the four models (turnaround, transformational, restart, & closure)
- Award - \$ 50,000 - \$ 2 million per school/year
- Grant duration – October 1, 2009 – September 30, 2012
- Board approval for grant preparation – April 13, 2010
- Board approval for grant submission – May 25, 2010
- Grant application due date – June 1, 2010

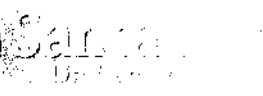


San Diego
Unified

School Improvement Grant (2009)

The District will agree to:

- ◆ demonstrate the strongest commitment that the funds will be used to provide resources to the low-achieving schools
- ◆ demonstrate the capacity to implement fully and effectively one of the rigorous interventions
- ◆ consult with relevant stakeholders regarding the application and the school improvement model
- ◆ select the intervention model to be used at each identified school



Turnaround Model

In Place:

- ✓ Replace the Principal
- ✓ Ongoing staff development
- ✓ Using data to identify and implement an instructional program
- ✓ Promote the continuous use of data
- ✓ Increase learning time
- ✓ Provide social-emotional and community oriented services

To be Negotiated:

- Operational flexibility re: calendar/time, staffing, and budgeting
- Screen all staff and rehire no more than 50%
- Implement such strategies as: financial incentives, more flexible working conditions designed to recruit, place and retain staff
- Increase learning time



Transformational Model

In Place:

- ✓ Replace the Principal
- ✓ Ongoing staff development
- ✓ Using data to identify and implement an instructional program
- ✓ Promote the continuous use of data
- ✓ Increase learning time
- ✓ Provide family and community engagement
- ✓ Ensure ongoing, intensive technical assistance

To be Negotiated:

- Operational flexibility re: calendar/time, staffing, and budgeting
- Remove staff who, after ample opportunity to improve their professional practice, have not done so
- Implement such strategies as: financial incentives, more flexible working conditions designed to recruit, place and retain staff
- Use evaluation system for teachers that take into account student data such as student achievement and graduation rates
- Identify and reward teachers and staff who increase student achievement and high school graduation
- Increase learning time



State of California
Department of Education

Restart (Charter) Model

16 Required Elements

- A description of the educational program
- The measurable pupil outcomes identified for use by the school
- The method by which pupil progress in meeting those pupil outcomes
- The school's governance structure, including parental involvement
- The qualifications to be met by individual employed by the school
- Procedures to ensure health and safety of pupils and staff
- The means by which the school will achieve racial and ethnic balance among its pupils, reflective of the general population residing in the district
- Admission requirements, if applicable
- The manner in which annual financial audits will be conducted, and the manner in which audit exceptions and deficiencies will be resolved
- The procedures by which pupils will be suspended or expelled

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State of California
Department of Education

Restart (Charter) Model

16 Required Elements – cont

- Provisions for employee coverage under STRS, PERS or Federal Social Security
- The public school alternatives for pupils residing within the district who choose not to attend charter schools
- A description of rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and any rights of return to the school district after employment at a charter school
- A dispute resolution process
- A declaration whether or not the charter school will be the exclusive public school employer of the charter school employees
- The procedures to be used if the charter school closes

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State of Tennessee
Department of Education

Turnaround & Transformational Model

Turnaround Model Items in Place

Replace the Principal
On-going staff development
Use data to identify and implement an instructional program
Promote the continuous use of data
Increase learning time
Increase opportunities for promotion
Provide social-emotional and community oriented services
Adopt a new governance structure, which may include a "turnaround office"

Transformational Model Items in Place

Replace the Principal
On-going staff development
Use data to identify and implement an instructional program
Promote the continuous use of data
Increase learning time
Increase opportunities for promotion
Provide family and community engagement
Use an evaluation system for principals that take into account student achievement and graduation rates
Identify and reward school leaders who increase student achievement and high school graduation rates



State of Tennessee
Department of Education

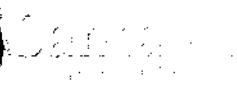
Turnaround & Transformational Model

Turnaround Model Negotiations

Grant principal operational flexibility re: calendar/time, staffing and budgeting
Implement such strategies as financial incentives, more flexible working conditions designed to recruit, place and retain staff
Increase learning time
Screen all staff and rehire no more than 50%

Transformational Model Negotiations

Grant principal operational flexibility re: calendar/time, staffing and budgeting
Implement such strategies as financial incentives, more flexible working conditions designed to recruit, place and retain staff
Increase learning time
Remove staff who, after ample opportunity to improve their professional practice, have not done so
Use an evaluation system for teachers that take into account student achievement and graduation rates
Identify and reward teachers who increase student achievement and high school graduation rates



Options

**Turnaround/Transformational
Must be negotiated**

**Submit the
SIG after
negotiations**

**Don't
submit SIG**



SIG Timeline

Steps/Decisions	Time Frame
✓Approval to prepare a SIG application – identified schools.	April 13, 2010
✓Begin negotiations	
✓Conduct two public hearings to gather input at each school.	April 15 – 23, 2010
✓Based on the needs assessment and public hearing input, select one of the four models to present to the Board for approval.	April 27, 2010
✓Determine the steps that need to be taken for each model/ school and begin writing the grant narrative.	April 27 – May 7, 2010
✓Present the draft of the grant including the narrative and preliminary budget to the Board of Education.	May 11, 2010
✓Present the final grant application for Board approval prior to submission.	May 25, 2010
✓Submit electronic copy of the grant to California Department of Education no later than 4:00 p.m.	June 1, 2010



Santa Ana
Unified School District

Subvención Federal de Mejoramiento Escolar para escuelas con bajo desempeño persistentemente

A 13 de abril del 2010

Jane A. Russo, Superintendente

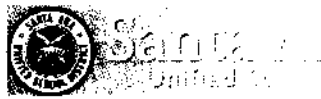
Dra. Cathie Olsky, Delegada de Superintendente



Santa Ana
Unified School District

Presentación

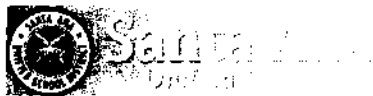
- 1) Historia – ¿Cómo llegamos a este punto?
- 2) Aclaración de los programas de la Subvención Federal de Mejoramiento Escolar
- 3) Elementos del programa de la Subvención Federal de Mejoramiento Escolar (2009)
- 4) Modelos de intervención
- 5) Opciones
- 6) Plazos



Historia – ¿Cómo llegamos a este punto?

- Mayo 2009 – Estado debe identificar el 5% de escuelas con menor desempeño para recibir fondos *ARRA* (no se hizo)
- Enero 2010 – Se aprueba AB4X 5 (Romero) para que el estado califique para Carrera a la Cima. Requiere que se identifique el 5% de escuelas con menor desempeño. (Estado no recibió fondos de Carrera a la Cima-*RTTT*)
- Marzo 2010 – Estado identifica el 5% de escuelas con menor desempeño, como se requiere, a fin de continuar calificando y recibir fondos federales, que incluye, *ARRA*, *RTTT* (2ª ronda) y Subvenciones para Mejoramiento Escolar

3



Departamento de Educación de California

Escuelas de bajo desempeño persistentemente

Las leyes y directrices federales y estatales requieren que California identifique escuelas para los propósitos de los programas de Mejoramiento Escolar y Fondo de Estabilización Fiscal Estatal.

- * Subvención de Mejoramiento Escolar (*SIG*) (próximamente)
- * Carrera a la Cima (*RTTT*) (Fuente externa)
- * Fondo de Estabilización Fiscal Estatal (*SFSF*)

Criterios de identificación

- * Definición de Niveles I, II y III
- * Criterios de identificación (% competente/avanzado en *AYP*)
- * Criterios de índice de graduación (% graduación)
- * Metodología detallada (próximamente)

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Santa Ana
Quilichao

Subvenciones Federales para Mejoramiento Escolar

- Actualmente hay dos oportunidades para Mejoramiento Escolar Federal
 - Subvención Federal de Mejoram. Escolar (2007)
 - Desde 2007, los fondos S/G no han ido a distritos locales
 - Dificultad para crear una estrategia de fondos debido a asuntos de suplantación
 - Subvención Federal de Mejoram. Escolar (2009)
- A menudo se les llama programas "S/G"

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Santa Ana
Quilichao

Subvenciones Federales para Mejoramiento Escolar

Subvención Federal para Mejoramiento Escolar (2007)

- Elegibilidad – Distritos con escuelas QEIA en Mejoramiento de Programa
- Propósito – Suplementar fondos para apoyar esfuerzos de Mejoram. Escolar en escuelas de QEIA
- Designación – \$ 6 millones
- Duración – Octubre 1, 2007 a septiembre 30, 2010
- Aprobación de la Mesa Directiva para presentarla – Marzo 9, 2010
- Fecha límite – Abril 15, 2010

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Santa Ana
Unified School District

Subvenciones Federales para Mejoramiento Escolar

Subvención Federal para Mejoramiento Escolar (2009)

- Elegibilidad – Distritos con escuelas identificadas de bajo desempeño
- Propósito – Dar fondos para implementar uno de los cuatro modelos
- Designación – \$ 50,000 a \$ 2 millones
- Duración – Octubre 1, 2009 a septiembre 30, 2012
- Aprobación de la Mesa Directiva para prepararla – Abril 13, 2010
- Fecha límite – Junio 1, 2010

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Santa Ana
Unified School District

Subvenciones Federales para Mejoramiento Escolar

Subvención Federal para Mejoramiento Escolar (2007)

Subvención Federal para Mejoramiento Escolar (2009)

- | | |
|---|--|
| <ul style="list-style-type: none">• Elegibilidad – Distritos con escuelas QEIA en Mejoramiento de Programa• Propósito – Suplementar fondos para apoyar esfuerzos de Mejoramiento Escolar en escuelas de QEIA• Designación – \$ 6 millones• Duración – Octubre 1, 2007 a septiembre 30, 2010• Aprobación de la Mesa Directiva para presentarla – Marzo 9, 2010• Fecha límite – Abril 15, 2010 | <ul style="list-style-type: none">• Elegibilidad – Distritos con escuelas identificadas de bajo desempeño• Propósito – Dar fondos para implementar uno de los cuatro modelos• Designación – \$ 50,000 a \$ 2 millones• Duración – Octubre 1, 2009 a septiembre 30, 2012• Aprobación de la Mesa Directiva para prepararla – Abril 13, 2010• Fecha límite – Junio 1, 2010 |
|---|--|

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Municipalidad de Santa Fe de Antioquia

Subvención para Mejoram. Escolar (2009)

- Elegibilidad – Distritos con escuelas identificadas con bajo desempeño persistentemente
- Propósito – Ofrecer fondos para implementar uno de los cuatro modelos (cambio, transformación, nuevo comienzo y clausura)
- Designación - \$ 50,000 a \$ 2 millones por escuela/por año
- Duración – Octubre 1, 2009 a septiembre 30, 2012
- Aprobación de la Mesa para preparación – Abril 13, 2010
- Aprobación de la Mesa para presentación – Mayo 25, 2010
- Fecha límite para presentar la solicitud – Junio 1, 2010

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Municipalidad de Santa Fe de Antioquia

Subvención para Mejoram. Escolar (2009)

El Distrito accede a:

- ◆ demostrar el mayor compromiso que los fondos se usarán para dar recursos para las escuelas de bajo desempeño
- ◆ demostrar la capacidad de implementar plena y efectivamente una de las rigurosas intervenciones
- ◆ consultar con interesados pertinentes acerca de la solicitud y el modelo de mejoramiento escolar
- ◆ seleccionar el modelo de intervención que se usará en cada escuela identificada

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Santa Fe de Bogotá
Unidad de Planeación

Modelo de cambio completo

Realizado:

- ✓ Reemplazar Director/a
- ✓ Capacitación profesional continua
- ✓ Usar datos para identificar e implementar un programa didáctico
- ✓ Promover el uso continuo de los datos
- ✓ Aumentar el tiempo de aprendizaje
- ✓ Brindar servicios sociales-emocionales y comunitarios

A ser negociado:

- Flexibilidad de operación acerca de: calendario/tiempo, personal y presupuesto
- Revisar a todo el personal y recontratar a no más del 50%
- Implementar estrategias como: incentivos financieros, condiciones laborales más flexibles diseñadas para atraer, colocar y conservar personal
- Mayor tiempo de aprendizaje

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Santa Fe de Bogotá
Unidad de Planeación

Modelo de transformación

Realizado:

- ✓ Reemplazar Director/a
- ✓ Capacitación profesional continua
- ✓ Usar datos para identificar e implementar un programa didáctico
- ✓ Promover el uso continuo de los datos
- ✓ Aumentar el tiempo de aprendizaje
- ✓ Fomentar participación familiar y de la comunidad
- ✓ Garantizar ayuda técnica continua e intensiva

A ser negociado:

- Flexibilidad de operación acerca de: calendario/tiempo, personal y presupuesto
- Remover personal que, luego de amplias oportunidades para mejorar su práctica profesional, no lo ha hecho
- Implementar estrategias como: incentivos financieros, condiciones laborales más flexibles diseñadas para atraer, colocar y conservar personal
- Usar sistema de evaluación para maestros que considera los datos estudiantiles, como el aprovechamiento y el índice de graduación
- Identificar y recompensar a maestros y personal que aumenta el aprovechamiento estudiantil y el índice de graduación de la preparatoria
- Aumentar el tiempo de aprendizaje

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Santa Clara
County Office of Education

Modelo Comenzar de nuevo (Escuela estatutaria)

16 Elementos requeridos

- Una descripción del programa educativo
- Los resultados estudiantiles mensurables identificados para uso escolar
- El método por el cual el alumno progresa para cumplir esos resultados estudiantiles
- La estructura de administración escolar, que incluye participación de los padres
- Las cualificaciones que deben satisfacer los individuos empleados por la escuela
- Procedimientos para garantizar la salud y seguridad de los alumnos y el personal
- Los medios por los cuales la escuela alcanzará el balance racial y étnico entre sus alumnos, para reflejar la población general que reside en el distrito
- Requisitos de admisión, si aplican
- La manera en que se realizarán las auditorías financieras anuales, y la manera en que se resolverán las excepciones y deficiencias de la auditoría
- El procedimiento por el cual los alumnos serán suspendidos o expulsados

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Santa Clara
County Office of Education

Modelo Comenzar de nuevo (Escuela estatutaria)

16 Elementos requeridos (continúa)

- Provisiones para cobertura de empleados en STRS, PERS o Seguro Social Federal
- Las alternativas de escuela pública para alumnos que residen dentro del distrito que deciden no asistir a escuelas estatutarias
- Una descripción de los derechos de cualquier empleado del distrito escolar al dejar de trabajar para una escuela estatutaria, y cualquier derecho de regresar al distrito escolar luego de haber sido empleado en una escuela estatutaria
- Un proceso para resolución de disputas
- Una declaración de si la escuela estatutaria será el empleador exclusivo de los empleados de la escuela estatutaria
- El procedimiento que se usará si cierra la escuela estatutaria

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Santa Ana
University

Modelo de Cambio completo y de Transformación

Modelo cambio completo: Ya tiene

Reemplazar director/a
Capacitación profesional continua
Usar datos para identificar e implementar
un programa educativo
Promover el uso continuo de datos
Aumentar el tiempo de aprendizaje
Aumentar las oportunidades de promoción
Proveer servicios sociales-emocionales y
comunitarios
Adopta una nueva estructura de
administración, que puede incluir una
"oficina de cambio completo"

Modelo de transformación: Ya tiene

Reemplazar director/a
Capacitación profesional continua
Usar datos para identificar e implementar un
programa educativo
Promover el uso continuo de datos
Aumentar el tiempo de aprendizaje
Aumentar las oportunidades de promoción
Facilitar la participación familiar y comunitaria
Usar un sistema de evaluación para
directores que considere el aprovechamiento
estudiantil y los índices de graduación
Identificar y recompensar líderes escolares
que aumenten el aprovechamiento estudiantil
y los índices de graduación de preparatoria

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Santa Ana
University

Modelo de Cambio completo y de Transformación

Negociaciones Modelo Cambio completo

Dar a director/a flexibilidad de operación en:
calendario/tiempo, personal y presupuesto
Implementar estrategias como incentivos
financieros, condiciones laborales más
flexibles diseñadas para atraer, colocar y
conservar personal
Aumentar tiempo de aprendizaje time
Revisar a todo el personal y recontratar a
no más del 50%

Negociaciones Modelo Transformación

Dar a director/a flexibilidad de operación en:
calendario/tiempo, personal y presupuesto
Implementar estrategias como incentivos
financieros, condiciones laborales más
flexibles diseñadas para atraer, colocar y
conservar personal
Aumentar tiempo de aprendizaje time
Remover a personal que, luego de amplias
oportunidades para mejorar su práctica
profesional, no lo ha hecho
Usar un sistema de evaluación para
maestros que considere el aprovechamiento
estudiantil y los índices de graduación
Identificar y recompensar a maestros que
aumenten el aprovechamiento estudiantil y
los índices de graduación de la preparatoria

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State of California
Department of Education

Opciones

**Cambio total / Transformación
Debe ser negociado**

**Presentar el
S/G después de
negociaciones**

**No presentar
el S/G**



State of California
Department of Education

Plazo del S/G

Pasos/Decisiones	Plazos
✓Aprobación para preparar solicitud S/G—escuelas identificadas.	Abril 13, 2010
✓Comenzar negociaciones.	
✓Realizar dos audiencias públicas para escuchar en c/escuela.	Abril 15 a 23, 2010
✓Según la evaluación de necesidades y comentarios públicos, escoger uno de los cuatro modelos para presentarlo a la Mesa Directiva para su aprobación.	Abril 27, 2010
✓Determinar los pasos que hay que tomar para cada modelo/ escuela y comenzar a redactar una narrativa para subvención.	Abril 27 a Mayo 7, 2010
✓Presentar el borrador de la subvención y la narrativa, y el presupuesto preliminar a la Mesa Directiva.	Mayo 11, 2010
✓Presentar la solicitud final de la subvención para la aprobación de la Mesa Directiva antes de presentarla.	Mayo 25, 2010
✓Presentar solicitud electrónica al Departamento de Educación de California antes de las 4:00 p.m.	Junio 1, 2010



State of California
Department of Education

Persistently Low-Achieving Schools

March 23, 2010

Jane A. Russo, Superintendent

Cathie Olsky, Ed.D., Deputy Superintendent

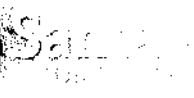


State of California
Department of Education

Federal and State Requirements

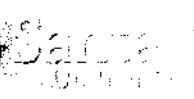
Federal and State laws associated with the American Recovery and Reinvestment Act (ARRA), the Race to the Top (RTTT) Program, the new School Improvement Grant and ABX5 (passed in January 2010), require California to;

- ◆ Identify the State's lowest-achieving schools
- ◆ Require the lowest 5% of these schools to implement one of four school intervention models



Identifying Schools

- ◆ Schools receiving Title I funds, and
- ◆ In Program Improvement, corrective action or restructuring, and
- ◆ Have not made AYP (% proficient/advanced 2-8 CST and 9-12 CAHSEE) for two consecutive years or are in the State's lowest quintile, and
- ◆ If a high school, has a graduation rate that is less than 60% over a number of years



Identifying Schools

- ◆ March 8 – the State identifies persistently lowest-achieving schools
 - ◆ 136 schools receiving Title I funds identified as Tier I
 - ◆ 187 schools not receiving Title I funds but low performing as Tier II
- ◆ March 10 – received notification of three identified schools
 - ◆ Century High School
 - ◆ Valley High School
 - ◆ Willard Intermediate
- ◆ March 18 – the State Board of Education approves a waiver to change the number of schools identified in Tier I and Tier II.



Santa Ana
County

Identifying Schools

- ◆ The State Board of Education's action increased the number of identified Tier I and decreased the number of schools previously identified in Tier II.
- ◆ March 18 – received notification of three additional schools
 - ◆ Santa Ana High School
 - ◆ Saddleback High School
 - ◆ Sierra Intermediate
- ◆ Prior to State Board action, 13 high schools and 30 middle schools were identified.
- ◆ After the action taken by the State Board, 35 high schools and 45 middle schools were identified.



Santa Ana
County

School Improvement Grant (SIG) Eligibility

- ◆ Districts with schools identified as persistently low-achieving
- ◆ Districts that demonstrate the strongest commitment that the funds will be used to provide resources to the low-achieving schools
- ◆ Districts that agree to implement and demonstrate the capacity to implement fully and effectively one of the rigorous interventions
- ◆ Three-Year Grant – funding ranges from \$50,000 to \$2 million per year



Santa Fe
Public Schools

SIG Required Elements

- ◆ Identify the schools and the model for each school
- ◆ If the District does not include any or all identified schools, the District must explain why it lacks capacity to serve each school
- ◆ Include a timeline delineating the steps it will take to implement the selected intervention model
- ◆ Describe annual goals for student achievement
- ◆ Consult with relevant stakeholders regarding the application and the school improvement model

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Santa Fe
Public Schools

Turnaround Model

- Replace the principal and grant the principal sufficient operational flexibility (including staff, calendars/time and budget)
- Implement financial incentives, opportunities for promotion and career growth, flexible working conditions to recruit, place and retain staff
- Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students;
 - Screen all existing staff and rehire no more than 50%, and
 - Select new staff
- Provide ongoing, high-quality, job embedded professional development

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State of Texas
Department of Education

Turnaround Model

- Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next in alignment with State Standards
- Establish schedules and strategies to increase learning time
- Provide social-emotional and community-oriented services and supports for students
- Adopt a new governance structure including a new "turn-around" leader or office
- Would no longer be designated a Program Improvement school
- Promote the continuous use of student data

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State of Texas
Department of Education

Transformational Model

- Replace the principal who led prior to transformational model
- Identify and reward school leaders, teachers and staff who increase student achievement and high school graduation
- Use rigorous, transparent, and equitable evaluation system for teachers and principals that –
 - Take into account students' growth
 - Multiple observation-based assessments
 - Ongoing collection of professional practice
- Provide ongoing, high-quality, job embedded professional development
- Implement financial incentives, opportunities for promotion and career growth, flexible working conditions to recruit, place and retain staff

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Seal of the State of Tennessee

Transformational Model

- Use data to identify and implement an instructional programs that are research-based and vertically aligned from one grade to the next in alignment with State Standards
- Promote the continuous use of student data
- Establish schedules and strategies that provide increased learning time
- Provide ongoing mechanisms for family and community engagement
- Give the school sufficient operational flexibility (including staff, calendars/time and budget)
- Ensure the school receives ongoing, intensive technical assistance and related support from the District, State or a designated external lead partner organization



Seal of the State of Tennessee

Restart Model

- The District converts a school or closes and reopens a school under:
 - a charter school operator,
 - a charter management organization (a non-profit that operates or manages charter schools by centralizing or sharing certain functions and resources among schools), or
 - An education management organization (a for-profit or non-profit organization) that provides "whole-school operation" services to a District
- A restart model must enroll, within the grades it serves, any former student who wishes to attend the school
- Would no longer be designated as a Program Improvement school



Santa Fe
Charter

School Closure Model

- The District closes a school
- Enrolls students who attended that school in other schools in the District that are higher achieving
- The other schools should be within reasonable proximity to the closed school and may be, but are not limited to, charter schools or new schools for which achievement data is not yet available

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Santa Fe
Charter

State Support

- No technical assistance
- No guidelines
- No direction

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Santa Fe
New Mexico

Known and Unknown

The State has applied for the SIG funding.	The SIG application is still in draft form.
The State Board took action to identify schools.	The exit criteria is still unknown.
Two waivers were submitted to USDOE to support the SBE action.	The USDOE may or may not approve the waivers.
The District does not have to apply for a SIG grant for any or all schools identified.	Without the SIG application, there is no timeline for determining the model or implementation, but other consequences unknown.
The State will need to identify the "persistently low-achieving schools" annually.	Timeline for annual identification is unknown.
The models will be part of the reauthorization of ESEA (No Child Left Behind).	Formula for identifying schools may change again.

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Santa Fe
New Mexico

Timeline

- SIG Application available – April 1, 2010
- Public forums held at schools and at the District Office – April and May 2010
- Plan approval by the Board of Education – prior to June 2010

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Timeline

- SIG Plans due to California Department of Education – June 1, 2010
- State Board of Education approval – July 2010
- District will submit their revised LEA Plan and Single Plan for Student Achievement – October 1, 2010 for funding

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